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ABSTRACT

The language arts department of an Arizona high school serving American Indian students developed a locally normed writing assessment to comply with a state mandate for the identification of limited English proficient (LEP) students. The members of the language arts department decided on a direct assessment of writing in which the student would respond to a set of comprehension questions about a story with cultural relevance for the school's population. Two forms of the test were developed, each containing a literal question, an interpretation question, and an evaluative question. The reading prompts chosen were culturally relevant and easy to read. Holistic scoring procedures based on a six-point scale were developed through pilot testing with 47 English-as-a-Second-Language students. The majority of the school's students then took the test to develop local norms. Two trained scorers independently scored each sample, with a third scorer used when scores differed significantly. Steps were taken to reduce the chance of scorer drift, scorer bias, and scoring errors of leniency and central tendency. High interscorer reliability was achieved, with over 60 percent of scores differing by 0 to 1 point. Appendices contain both forms of the test, scoring sheets, anchor papers, directions for administration, and scoring rubrics. (KS)

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ED 370 738

Improving the Identification of American Indian High School LEP (Limited English Proficient) Students through the Creation and Use of a Site-Normed Direct Assessment of Writing

by

David L. Fischer

Cluster 52 B

A Practicum I Report Presented to the
Ed. D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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Approved:

5/24/94
Date of Final Approval of Report

Roberta Silfen
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ABSTRACT

Improving the Identification of American Indian High School LEP (Limited English Proficient) Students through the Creation and Use of a Site-Normed Direct Assessment of Writing. Fischer, David L., 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Writing Tests/Test Construction/Writing Evaluation/Essay Tests/Evaluation Methods/High Schools/Scoring/English (Second Language)/Language Tests/American Indian Education/

This practicum aimed to improve the identification of American Indian high school limited English proficient (LEP) students. State program statutes for the identification of LEP students mandated an assessment of student writing ability. In order to improve the assessment procedures, this practicum developed a local site-normed direct assessment of writing.

The writer, with the assistance of the language arts department of his high school, developed a testing format that included culturally relevant reading prompts to a set of writing responses. These included literal, interpretative, and evaluative responses and common academic rhetoric. Once a testing instrument was developed, it was piloted. From this, a set of scoring guides, rubrics, and anchor papers were written to further train and score the instrument. A majority of the school population was administered the test. The language arts teachers were trained as scorers and the test responses were scored. This resulted in norming data which were statistically evaluated for descriptive characteristics of reliability, validity, and interscorer reliability. A critical score was derived for identification of limited or proficient student writing ability.

The analysis of the data revealed that a direct assessment of writing developed with local norming data was a successful method of assessing the writing ability of an LEP student population. It was shown that a usable, practical, reliable, and valid test instrument to assess the writing proficiency could be achieved. The use of the testing instrument brought the high school into compliance with state statutes. The assessment allowed the writer's high school to better identify and place the school's LEP population into appropriate English as a Second Language instruction.

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CHAPTER I

INTRODUCTION

Description of Community

The community of this writer's work setting is a small, rural town located on an American Indian reservation in the southwestern United States. It is an economically depressed area where unemployment is a persistent problem, as are the social ills of alcoholism, child neglect and abuse, and suicide. The population of the community has reached 10,000 tribal members. The town is the tribal seat of government and the center of the reservation's activity. The tribe owns and operates sawmills, fish hatcheries, motels and resorts including a nationally-recognized ski operation, cattle herding, retail merchandising that includes a supermarket, liquor store, clothing outlet, gas stations, a movie theater, a lumber and home improvement center, and other enterprises which finically underwrite the tribe's governance system. The Bureau of Indian Affairs (B.I.A.) is the second largest governmental agency on the reservation, operating extensive natural resource management of the tribal forests and lands, schools, health, and other administrative services.

By current tribal census figures (Hutchison, 1978), fifty percent of tribal members are under 17 years of age and the most rapidly growing part of the population. It has made a significant impact on the educational services provided by the county and federal government. In the primary grades, enrollment has been increasing one hundred to two hundred percent over the last five years, taxing the school's financial and administrative resources as well as the school facilities.

Besides the public school system, the reservation is also served by other educational facilities. There are two elementary schools run by the B.I.A. in the

more remote parts of the reservation as well as a boarding school for students in intermediate and high school grades (sixth through twelfth). There are also two private elementary mission schools, a Head Start program and a day care center both run by the tribe, and B.I.A.-sponsored boarding high schools and the Mormon Placement Program, which sends students off-reservation to live and attend school away from home, family, and from reservation life and culture.

Writer's Work Setting and Role

The writer's work setting is a public high school within the community described above, serving 420 students ages fourteen through twenty years. The school's population comes from the reservation-wide tribal community and a few students attending the B.I.A.-sponsored boarding school. The student population ethnicity is 95% Native American Indian with a small mix of Anglos and Hispanics. The predominate culture of the school's population is Native American with 63% of the population identified Limited English Proficient (LEP) (Fischer, et. al., 1990, 1992).

The school is organized departmentally around core subject areas. The 63 member staff is young with an average age of 42 years. The average number of years working with the school district is nine years. The teaching staff hold a variety of degrees from bachelors through masters programs and doctoral students, all holding teaching certificate endorsements from the state department of education. The staffing includes a principal, an assistant principal, four clerical workers, six custodial workers, six cafeteria workers, two counselors, a nurse, a librarian, a computer lab technician/teacher, two classroom aides, and 38 certified teachers.

The facilities of the high school are 11 years old, built in 1980 through a federal grant from Congress. The students enjoy a variety of support services

including a bookstore, free breakfast and lunches subsidized by the Federal government, full-time counseling services, full-time health care which is coordinated with the Indian Health Services of the tribe and the B.I.A., a modern school library, audio-visual department, photography and dark room facilities, a computer lab, and extensive physical education facilities. The funding for the programs is provided through several sources. Because the school district lacks an adequate tax base, it is funded by the Federal government through the Indian Education Equalization Act, the state, and through other federal and state governmental funding sources, including the entitlement programs.

The people involved in the implementation of this practicum are the language arts department members of the high school who are all endorsed secondary English instructors. Because of the student population's need for English as a Second Language (ESL) instruction, all six of the language arts teachers are also endorsed by the state as ESL instructors. The remaining body of content teachers are required by the local school board to have nine credits of training in graduate-level ESL courses from an accredited institution. The primary focus of the school's instructional delivery is English language development and a great deal of time and energy at the school is spent in complying with state-mandated requirements for assessing, providing instruction for, and reassessing the LEP population.and the student body of the high school participating as testing subjects for the assessment instrument.

This writer is one of the six language arts department teachers, is the department chair as well as the high school's ESL program coordinator. He is responsible for guiding and directing the language arts department in curriculum; materials selection, purchasing, and storage; and helps in fulfilling the school's state-mandated requirement for assessment and instruction of the LEP population by establishing policies and procedures of record-keeping, assessment, student scheduling, and reassessment.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

This practicum will focus on improving the assessment and reassessment of LEP students' writing proficiency in grades eight through twelve. By state law the writer's school district must adequately assess the writing skills of the school's yearly incoming students and reassess its identified LEP students after receiving two years of ESL instruction. A student who fulfills the following criteria qualifies for ESL and/or bilingual instruction that must be provided by the school district as mandated by state law:

- The predominate home language, parents' language, or student's language is identified by survey as not English, and,
- The student is minimally orally proficient in the home or parents' language as measured on a state-approved oral language assessment in the home language; and,
- The student reads at or below the fortieth Normal Curve Equivalency on a reading comprehension portion or subtest on a state-approved reading achievement test; or,
- The student's oral production of English is deemed limited by a state-approved oral language assessment instrument; or,
- The student's writing ability in English is deemed limited by a state or local school board approved writing assessment instrument.
- If the student's home language is identified other than English and that any one or more of the assessments of oral, reading, and writing identifies the student as limited English proficient then the school district must provide ESL program services on a daily basis (West's, 1992).

The school district is required to adhere to the screening procedures and to provide ESL program services as outlined above. At the writer's work setting, compliance and implementation is delegated to the principals of the district's schools by the superintendent. Currently, the high school is providing the initial screening of the student primary home language through a self-reporting survey. The district is providing the home language oral assessments as well as the English oral language assessment. It falls to the language arts department of the high school to complete the initial screening in reading and writing skills. The language arts department uses nationally-recognized reading tests for the initial assessment and the two year reassessment of reading comprehension skills. The department is also providing the guidance in conjunction with the counseling department to correctly place students into ESL instruction. It is also the teachers of the language arts department, endorsed by the statute department of education to teach ESL courses, that provide the ESL instruction. However, the department cannot fulfill the writing assessment requirement because it had not identified an adequate assessment instrument that directly tests students' ability to write in English and is appropriate for the student population. Therefore the school cannot adequately assess the language proficiency of students whose home language is not English. The screening procedure is incomplete; the lack of an assessment of writing is not revealing all students who might qualify for ESL instructional services.

Problem Documentation

The existence of the problem in the writer's workplace was substantiated by reviewing the state's revised statutes regarding bilingual and ESL programs, state program compliance review evaluative guidelines, a letter of compliance program review by the state department of education, and documentation of a school funded internal audit of the school's records conducted by a team of teachers.

Besides the writer's first-hand knowledge that the school district is not currently using an assessment instrument for writing, other sources document the district's noncompliance. The state's revised statutes (West's, 1992) clearly outline the school district's responsibilities:

> In any school district in which there are pupils who are limited English proficient, the governing board of the school district shall provide programs of bilingual instruction or English as a second language instruction as provided in this article. The primary goal of such programs is to allow the pupils to become proficient enough in English to succeed in classes taught in English. The governing board shall determine if a pupil is limited English proficient by assessing the pupil's language proficiency in comprehension, speaking, reading and writing, [italics added] in both English and the primary home language (15-752, B.).

The statutes further clarify the diagnostic assessment and reassessment procedures by stating:

> By December 1 of each year, the school district shall determine the language proficiency in both English and the primary home language of all new pupils identified as having a primary home language other than English. The school district shall use language assessment instruments approved by the state board of education to determine language proficiency (15-753, B).

In light of the statutes, the state board of education then determines the writing assessment instrument. In turn, the state department of education (the executive branch of the state board) left it up to individual school districts to select and implement a writing assessment instrument. This can be shown in a program evaluation workbook written by the state department of education which is used by school districts and program auditors to judge compliance with the above cited state laws. One of the compliance areas deals with English language proficiency in writing, stating that, "The district has identified and

implemented a locally selected measure and standard for writing" (Arizona Department of Education, 1991, p. 7). In order to test for compliance, the auditor would need to obtain descriptions and copies of the district measures and standards for writing. Then the auditor would examine an individual school's cumulative file folders for evidence to determine if the school district's measures of writing have been administered to targeted students utilizing standards applicable to all district students, thereby determining compliance.

The writer's work site was audited by the state department of education in February, 1992, for ESL/bilingual program compliance as requested by the school district's superintendent. In a letter to the school's principal from the director of bilingual education for the state department of education dated August 26, 1992, it is documented that the writer's school was in noncompliance with state law with respect to identifying and implementing a measure of writing. The letter of review stated, "It is essential that *all* PHLOTE [Pupil Home Language Other Than English] students undergo the *complete* assessment procedure to determine whether or not they are limited English proficient and thus in need of services with a teacher holding the ESL or the bilingual endorsement" (p. 3). Their italics point towards an emphasis that the school has *not* assessed all students who qualify for testing nor has the assessment been complete. The letter then states,

> "There was *no evidence* [italics added] that a writing assessment was conducted at any grade level. . . . There was *no evidence* [italics added] that district reading and writing measures have been applied in the assessment process" (pp. 3-4).

The school district in June, 1992, conducted its own internal audit of the cumulative files for the ESL programs. Fischer, et. al. (1990, 1992), reported that no school within the district was adequately testing the writing skills of

identified students whose home language surveyed was not English.

Based on these findings, this writer has concluded that there is strong evidence to support that a problem exists. With this evidence from the school itself and from the audit conducted by the state department of education, one can conclude that the writer's work site has not identified an adequate assessment instrument that directly tests students' ability to write in English to assess and reassess limited English proficient students for placement into and out of the school's state-mandated ESL program.

Causative Analysis

The lack of an adequate assessment instrument to measure student writing skills for placement in ESL program is noncompliance with state law and state board rules. The causes of the school's noncompliance are varied and specifically point towards a lack of funding and leadership that brought the school district to a blatant disregard of state law since the 1984-1985 school year when the state statutes went into effect.

In order to get at the causes for noncompliance, the writer interviewed the superintendent of instruction and the principal of his school. In summary, both supervisors stated several reasons that the writing assessment procedures were not implemented before this time. Both stated that the state mandated the assessment and program implementation without additional funds provided to the state's school districts. Therefore, the school district was not adequately funded to implement the law in its entirety; the administration had to pick and choose what they had the manpower and resources to implement.

The administrators described a process of implementation that was completed over the past eight years. First the school district began surveying parents and providing reading test scores which were the least costly to

implement. Instructional programs were developed and implemented which meant the hiring of qualified ESL teachers. Then the school district began assessing the oral language proficiency in English of the students which incurred substantial expenses. It meant purchasing an off-the-shelf oral assessment instrument, the hiring of district testers, and the implementation of the testing which must be done on an individual student basis.

Next, the district was required to test each student in their home language. No off-the-shelf oral language test existed for the American Indian language spoken by a majority of students enrolled at the school district. Additional expenses were incurred to identify community members with the educational and psychometric expertise to create, pilot, norm, and administer an oral test in the community's native language. The school district also contracted with a state university to provide linguistic and testing expertise in the creation and implementation of the oral assessment in the native Indian language of the community. This test also had to be administered individually—a time-consuming and costly venture.

The past eight years have been spent implementing these aspects of the law, according to the the school administration. The writing assessment portion had not been implemented simply because the school district had not gotten around to it. The lack of leadership comes from the fact that no coherent plan of implementation had been agreed to by the school board nor between the superintendent and his principals. The process has been organic yet unplanned. Finances have not been carefully allocated, program development has not been coordinated. The writing assessment has been a low priority item to the administration. Only because of the audit conducted by the state department of education within the last year and additional funding sources now available which are discussed below, has the administration been interested in implementing the writing assessment instrument.

Since 1990, the state legislature enacted laws that began to fund the school district's ESL/bilingual programs, including the costs for assessment. The funds are appropriated by the number of identified limited English proficient students. The district subsequently funded an internal audit in 1990 and 1992 of the school district's cumulative files to review how well the school was identifying and providing instruction for the ESL population (Fischer, et. al., 1990, 1992). Both reviews concluded that the number of potential students who could be identified and provided ESL instruction was vastly under reported. The reviews also pointed out the areas where screening, assessment, and documentation of providing ESL instruction needed to be improved. The administration concluded that they were under-representing their LEP (Limited English Proficient) population and, thereby losing out on funding sources. Accordingly, the state department of education now had a lever in getting school districts to comply with state law in identifying, assessing, and providing instruction for limited English proficient students. Funds could be withheld for noncompliance.

Knowing that the writer's school district located on an Indian reservation has a large population of second language speakers of English, the state department of education targeted the writer's school district for audit. As seen above, the state's auditors determined that the school district is, in fact, out of compliance by not assessing the writing skills of identified PHLOTE students. With their letter of recommendation for compliance to the school district, the state department of education required the administration to address the inadequacies and reply as to how they were going to rectify the situation or have funds withheld. Part of the solution to the problem resides in the administration's newly-found interest in complying in full with state law and state board rules.

Another cause to the problem resides within the regulations the state board of education sets when identifying a writing assessment instrument. As noted earlier, the program compliance rules state that the district must, "implement a locally selected measure and standard for writing" (Arizona Department of Education, 1991, p. 7). Because of the unique population of the community and the Indian language used, no off-the-shelf writing assessment instrument of English is available that is normed and targeted for the population the school district serves. An assessment instrument would have to be created with the target population in mind. This caused a barrier to implementing the writing assessment portion of the screening process for identifying limited English proficient students. Again, the cost, manpower, and the lack of local technical expertise were seen as prohibitive.

Relationship of the Problem to the Literature

Since the state board of education left it up to the individual school districts to identify and implement a locally selected measure and standard for assessment of writing skills, this section will focus on several aspects of writing tests discussed in the literature. First an examination of the widespread need for assessing the writing abilities of limited English proficient students will be explored. The following section will examine the forms and uses of writing tests, their advantages and limitations, and some aspects of how writing tests are constructed and scored. This will result in a better understanding of what is known about writing tests and their application to the screening and placement of limited English proficient students such as the population outlined above.

Many states outline and publish their procedures to adequately screen and place limited English proficient students into ESL programs as well as discuss problems and solutions of constructing valid and reliable direct assessment of

writing ability. It can be concluded by the strong evidence of the literature that there are limited English proficient students throughout the United States and various state programs are dealing with the assessment of writing ability of their populations for program placement. The problem of noncompliance of school districts within the states that serve limited English proficient students may be widespread (Baenen, 1990; Bortin, 1979; California State University, 1980; Cegelka, 1987; Cordova & Phelps, 1981; de Leon, 1981; Hewlett-Gomez, 1988; Louisiana State Department of Education, 1990; North Carolina State Department of Public Instruction, 1987; Ohio State Department of Education, 1983; Smith & Heflin, 1988; Virginia State Department of Education, 1981).

The literature illustrates a variety of uses of writing tests. Grolund (1976) notes that writing tests are specifically used when evaluation is concerned with instructional outcomes wherein, "no satisfactory objective measurements have been devised. These include such outcomes as the ability to recall, organize, and integrate ideas; *the ability to express oneself in writing* [italics added]; and the ability to supply rather merely identify interpretations and applications of data" (p. 232). Oller (1979) argues that writing assessments are, "considered to be a profitable assessment technique" (p. 381). He also gives insight into why the state department of education requires an assessment of writing skills. Oller states that writing assessments, "are probably used so frequently because of the value placed on the ability to organize and express our ideas in written form. This ability is counted among the most important skills imparted by any educational system" (p. 382). Nevo (1989) and Stansfield (1986) both saw the need for evaluating the writing skills of limited English proficient students. They discuss the need for a direct assessment of writing skills as part of a national (Nevo) and international (Stansfield) evaluation of limited English proficient students. Reyes (1990) notes that some school districts are recommending the

use of a writing portfolio to assess writing skills and others are attempting to measure writing achievement by collecting pre and post writing samples at the beginning and end of the school year. Afflerbach (1985) reports that thirty-three states have or are in the process of developing statewide writing assessment programs. Hairston (1986) indicates that there has been a shift during the last ten to fifteen years towards a focusing on the process of writing rather than the written product. She indicates that the term, "the process of writing" does not refer to a singular process; instead, "process" refers to a wide variety of processes and techniques. Direct tests of writing are being used to evaluate students' ability to demonstrate competencies of the process of writing.

Writing tests have many different forms. The various types of writing test formats are widely described in the literature. A reason for the variety of writing test formats is the great number of factors that can be evaluated. Madsen (1983) relates the following factors that can be tested, "mechanics (including spelling and punctuation), vocabulary, grammar, appropriate content, diction (or word selection), rhetorical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic, and occasion); as well as sophisticated concerns such as logic and style" (p. 101). Madsen further defines writing test formats into four distinct categories: limited response that would include sentence combining, expansion, and reduction tasks, copying, and oral cloze; guided writing that would include specialized tasks like proofreading for spelling, capitalization, and punctuation, and tasks such as changing of a written passage and building from a paragraph, dictation, and free writing. Gronlund (1976) however divides the form of writing tests into restricted and extended response questions. Most tests of writing that assess proficiency in a language however are commonly divided into two types by the literature: indirect and direct tests of writing.

Stansfield (1986), Nevo (1989), and Cantor & Hoover (1986) all define indirect tests of writing as tests that uses a multiple-choice format, testing a student's knowledge of the structure and written expression of English. As Cantor and Hoover (1986) noted, "they [objective tests of writing] tap a student's editorial rather and productive skills" (p. 1). Indirect tests can also be defined by their content and means of scoring. They contain items that ask questions about the student's receptive knowledge about a language and are scored by a discrete-point method.

Direct tests of writing, however, are defined quite differently. They have a student produce a quantity of writing from a stimulus (a picture, a story, or a directing question), testing a student's ability to produce and control written expression in English. Direct tests contain a sample or samples of writing from the student and are scored either by a discrete-point method as, for example, by counting the sheer number of words written or the number of errors of grammar, spelling, or punctuation. But direct tests of writing have a distinct way of scoring that objective, indirect tests of writing cannot use— a holistic method. The scoring method is discussed widely in the literature and is commonly used in scoring direct tests of writing. Generally, a group of scorers are identified to score the writing samples who are usually professionals in the field. The scorers then decide upon a scale for scoring. Stansfield (1986) preferred a six-point holistic scale. Cantor and Hoover (1986) and several universities, as reported by Daiker and Grogan (1985), used a four-point scale. Then the readers are assigned a randomly-selected group of sample writings to preread and score upon the agreed-to scale. The scorers then select sample papers that define and characterize each point on the scoring scale. Usually two samples are selected that define each point. These are then called the "anchor papers." From the anchor papers, the scorers write a set of rubrics that define in an evaluative

format the criteria for each point on the scoring scale. The entire process of holistic scoring is, "nothing more than the rank ordering of papers from one particular testing situation" as Daiker and Grogan (1985) explained. Once the scorers have agreed to the differences between the more and less successful writing samples and assigned a point on the holistic scale, the rest of the writing samples are evaluated and scored against anchor papers and the rubrics. Each writing sample receiving a numeric score by one or more scorers. The scoring of the scorers is often checked by other readers and interscorer reliability studies are conducted after the entire set of writing samples are scored.

As with any testing method and instrument of measure, there are advantages and limitations in its construction and scoring; this is true of writing tests as well. The two types of writing tests, direct and indirect, both have their particular strengths and weaknesses and are widely discussed in the literature. One of the most important advantages in selecting a direct method of testing writing is its face validity. Stansfield (1986) surveyed professional educators at various levels and content areas instructing limited English proficient students, concluding that, "for writing assessment, most respondents preferred a direct format" (p. 2) when he researched the possibility of including a direct test of writing ability in the Test of English as a Foreign Language (TOEFL). Nevo (1989) also concluded that direct assessment of writing appears to measure what it purports to measure—writing. Madsen (1983) concludes that free writing approaches to testing are a sound measure of overall writing ability and Grolund (1976) notes that the main advantages to writing tests are their usefulness for measuring complex achievement. "These include (1) the ability to supply rather than merely identify interpretations and applications of data, and (2) the ability to select, organize, and integrate ideas in a general attack on a problem" (p. 246).

Indirect methods of testing writing generally lack face validity; however, its

strength lies in higher reliability as well as their concurrent and predictive validity (Nevo, 1989). Objective tests of writing can provide reliable measurement of the skills they are designed to measure. It is widely discussed in the literature that indirect tests of writing tend to focus on a pupil's passive knowledge of writing and their editorial capabilities with the language. The content of these types of tests conceptualize writing as various elements of knowledge or skills within specific areas such as phonology, syntax, or vocabulary. They are tested by developing a subset of discrete-point test items that evaluate each specific area (Oller, 1979). Therefore an indirect method's content and construct validity is based on the notion that writing is a finite set of learned skills that, working together, produce a communicative product. An indirect test of writing identifies a subset of skills that a proficient writer has mastered, writes test items that get at those skills, and evaluates the pupil accordingly. These are generally quite easy to construct and objective in their content (Madsen, 1983). They are also inexpensive, relatively easy and fast to score, and have a high degree of scoring reliability because of the objective construction and the advent of optical scanning machines.

Another strength lies in the scoring data obtained from indirect writing tests. It is subject to various and more powerful types of descriptive and inferential statistical methods that can demonstrate higher degrees of validity and reliability than direct tests of writing. The scoring data lends itself better to these types of analysis because the data obtained is an interval scale of measurement (Gay, 1981).

The weakness of indirect assessments of writing lies at the heart of their construction and content. They lack face validity. The literature points out that discrete-point methods of evaluation of writing do not appear nor provide enough evidence that they measure what they purport to measure—writing.

They do not provide an opportunity for the pupil to demonstrate his or her communicative abilities by producing a written product. Because the many elements and skills that go into the writing process must work in harmony together to produce writing, indirect writing tests have been criticized that they do not test the pupil's productive ability that is essential to writing. (Oller, 1979; Madsen, 1983).

Another important weakness that the literature points towards is the use of indirect writing tests with limited English proficient students and, in particular, with American Indian students. Various studies (Guilmet, 1983; Cole and Scribner, 1974; Deyhle, 1983; 1985; Immerman, 1980) have criticized discrete-point methods of testing with native American populations who are limited speakers of English. They question the use of such tests because of the population's lack of understanding or acceptance of tests and devices for judging personal success or failure. The culturally accepted ways of displaying competencies differ from those expected on assessment instruments, especially standardized, objective test formats. Their response to discrete-point tests are different and often inappropriate responses to the testing situation, creating a negative bias for these populations.

Unfortunately, direct tests of writing are also fraught with many weaknesses the literature points towards. The major concern is in the reliability and validity of scoring. Because the scoring of writing samples is generally not an objective evaluation like counting spelling errors, but based on a holistic judgment on the part of the scorer based on the quality of the writing sample, it is generally assumed that holistic scoring is the least reliable type of observation. The scoring is inevitably less consistent and tends to lack objectivity (Madsen, 1983; Cantor and Hoover, 1986). Cantor and Hoover (1986) demonstrated this inconsistency in their review over twenty correlational and experimental studies

published in the last twenty years that addressed the reliability and validity of direct tests of writing ability. They reported interscorer reliabilities ranging from .366 to has high as .92. They also report that estimates of score reliability (correlations between scores on two or more writing samples) to range from .221 to .81. In looking at concurrent validity of direct writing tests with objective measures of language skills like vocabulary, grammar, and syntax, Cantor and Hoover reported that correlations range from .20 to .81 (p. 3). Writing samples drawn from direct tests of writing can be scored on a discrete-point basis as well (Madsen, 1983). However, this can bring on many of the problems associated with any discrete-point methods of testing writing. Allison and Cheung (1990) noted that, "In trying to eliminate subjectivity from the assessment/scoring procedure [of direct assessment of writing], objective assessment of writing can only be achieved by limited scoring to trivial or very detailed aspects of writing" (p. 5).

Another very real concern and problem with the scoring of direct writing tests is its cost and feasibility. The task of scoring pupil writing samples is not something that can be delegated to a computer; it must be done by hand. This is time-consuming and costly (Madsen, 1983) when a school district must pay employees to read maybe hundreds of sample writings over a couple of days. Scorers must also be trained to score writing samples, using a variety of techniques to get high interscorer reliability that tries to counter things like scorer drift, scorer bias, and scoring errors of leniency and of central tendency (Borg and Gall, 1989). Finally testing sites must be allocated to house the scoring procedures. Moreover, the results of direct tests of writing are generally not timely; there can be a serious lag between the administration of the test, the scoring, and the results of the testing. If the testing is for placement into a program, the results of the testing might need to be known within a few days of

the administration of the test, especially in school districts. The lack of timeliness is a distinct drawback to direct tests of writing.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to improve the identification of limited English proficient students through assessment instruments and procedures at the writer's work site. The high school would have an approved writing assessment instrument normed to the student population of the school and would be used to identify students' writing proficiency and placement into the school's ESL program. It was expected that this practicum would fulfill this goal.

Expected Outcomes

In order to improve the assessment process of the high school, it was expected that this practicum would identify and use a usable, practical, reliable, and valid test instrument to assess the writing proficiency of the identified PHLOTE students. This would, in turn, bring the high school's ESL program into compliance with the state's statutes regarding identification, assessment, placement, and reassessment of the limited English proficient student population.

A further expectation of this practicum was that the language arts department, in conjunction with the counseling department, would administer the writing assessment instrument in pilot and actual testing situations to further identify limited English proficient students in their writing abilities, place limited English proficient students into an appropriate ESL program, and reassess students with the writing testing instrument for their biannual reassessment.

Measurement of Outcomes

The standard of achievement of this practicum was the actual selection of a writing assessment instrument. Further, a pilot study of the test was conducted with the upper classes of the high school. This yielded information as to the test's cost, feasibility, ease of scoring, and a set of scores from which to norm the instrument to the particular ethnic population the high school serves. Then the selected and normed instrument was administered to the incoming freshman class of 1997 and any new students identified as PHLOTE.

Once the testing had been completed, the language arts department then placed students into appropriate educational services of the high school, including placement of the limited English proficient students into the ESL program. In order to obtain adequate measures of these outcomes, the standard of achievement was as follows: sixty percent of the school population will participate in the pilot portion of these outcomes. Further, eighty percent of the incoming class of 1997 of those identified PHLOTE will be administered the selected writing assessment instrument as be placed in an appropriate language program.

As a final measurement of the anticipated outcomes of this practicum, the school board would approve the writing assessment instrument selected and piloted by the language arts department to comply with the state's statues and would rectify the deficiencies of the school program as outlined in the state department of education's letter of compliance program review of the high school ESL program.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

As stated earlier, the writer's high school could not fulfill its assessment requirements for its ESL program because it had not identified an adequate writing test that directly measures student ability to write English and was appropriate for the student population. The screening procedure was incomplete; it lacked an assessment of writing and was not revealing all students who might qualify for ESL instructional services. In order to rectify this situation, one shall examine several solutions to this problem gleaned from the literature and evaluate the feasibility of each.

Basically, there are two avenues of approach to solving the problem that will be discussed and evaluated. One is for the high school language arts department to review and select an off-the-shelf test of writing. The other is for the department to create its own writing assessment instrument, using the guidelines found in the literature as an assistance. This section will discuss each approach and evaluate its feasibility.

The language arts department could locate, purchase, and review several off-the-shelf tests of writing. Educational Testing Service (1982), provides at cost a bibliography of tests designed for use with ESL programs. The department could identify writing tests developed specifically for assessment and placement. Once identified, samples of the tests, including administration manuals would need to be obtained. Then a set of evaluative criteria would need to be developed. Many states have developed just such criterion for just such a selection process with this population in mind (California State University, 1980; Louisiana State Department of Education, 1990; North Carolina State

Department of Public Instruction, 1987; Ohio State Department of Education, 1983; Virginia State Department of Education, 1981).

The literature suggests several factors that should be taken into consideration in selecting tests that measure the English language proficiency of children whose dominate language is other than English. Test appropriateness should be taken into consideration by examining what a specific test is designed and constructed to evaluate and whether the instrument is appropriate for local program needs. Linguistic criteria is also a factor to be considered. Content and construct questions should be asked about the testing instrument. Sociocultural criteria should be weighed in as well. Is the instrument culturally appropriate to the population being tested? Psychometric criteria needs to be investigated and questions about a test's validity and reliability need to be asked. Finally the cost of the test, equipment required, training of test administrators, time required to administer and score tests, complexity of scoring, and the feasibility of machine-scoring would all need to be examined. (California State University, 1980)

The other solution would be for the language arts department of the high school to undertake the task of creating a writing assessment instrument designed specifically for the population specified above. Other school districts and universities have accomplished this task, reporting reasonable success (Diwandono, 1990; Matter, 1990; Nevo, 1989). The procedures for creating, administering, and scoring writing assessment tests are well-defined by the literature and have been described in detail previously.

In critiquing each solution, one must look again at the strengths and weaknesses of the types of testing that could be selected or created by the language arts department. In examining the choice of having the department locate and select an off-the-shelf writing test, one must understand the types of tests that the department will find available. Most of these tests will be indirect

assessments of writing. They again may have the strength of high reliability and validity and norming studies completed. The tests may also be relatively inexpensive to purchase, administer, and score, especially if the items are multiple-choice and could benefit from machine scoring which the school district has the capability of performing.

Yet these forms of tests also have major shortcomings. Their content and construct validity may not be appropriate for the population the school district serves. Also, the norming data collected for vendor-produced writing tests may also be inappropriate. Regardless of the solution selected, the language arts department will have to conduct its own local norming procedures to arrive at adequate measurements capable of assessing the language proficiency of the population. Finally, serious doubts arise as to the face validity of indirect methods of writing assessment. Most educators and psychometric experts question whether such methods of testing actually measure actual writing skill or ability (Madsen, 1983; Nevo, 1989; Oller, 1979; Stansfield, 1986).

In selecting the solution of having the language arts department create their own test of writing, the members can select a direct method of assessment, avoiding the problems encountered with discrete-point tests. Direct assessments of writing have a higher face validity. This solution also allows the department to compose a test that more closely fits the educational and cultural needs of its population, thereby strengthening the test's content and construct validity.

However, other weaknesses surface when choosing a direct assessment method as previously described in the literature. Questions of reliability of the scoring and the validity of the testing method come into play. Also this type of testing can be more expensive when one considers the time it takes to create the test, pilot it, administer, and especially score the writing samples. Training of the

scorers in holistic scoring methods is necessary and ample time is needed to score the writing samples, all of which can add to the administrative costs of the school district.

Description of Selected Solution

In order to fulfill the goals and expected outcomes of this practicum to improve the language assessment of limited English proficient students through the identification of a writing assessment instrument, the writer proposes, under his leadership and guidance, to have the language arts department create its own writing test. The reasons for choosing this avenue of approach are many and are supported by the literature. Specifically, the writer will take the language arts department through several stages of test development that will include:

1. The selection of the type(s) of writing tasks to evaluate and stimulus to focus the writing with a context and content.
2. The design and construction of the test booklet.
3. The piloting of the writing assessment.
4. The development set of anchor papers, rubrics, and scoring guides for the instrument.
5. The administration of the writing assessment instrument to a majority of the students at the writer's work site.
6. The training of the language arts department members as scorers.
7. Conducting scoring session to evaluate writing samples obtained.
8. Conducting a computer-generated statistical analysis of the scores.
9. Interpreting and norming the writing assessment instrument from the analysis.
10. Identifying limited English proficient students with scores obtained from the pilot and norming test administrations.

11. Developing a formal report of the test with a recommendation for adoption.
12. Presenting the writing testing instrument for approval to the school board.

There are several reasons that justify the selection of this solution. It must be emphasized that the instrument to be created is measuring the complex achievement of language ability. Grolund (1976) argues convincingly that the essay test is a suitable medium for evaluation. Stansfield (1986) reports that direct assessments of writing correlate highly with the scores on the structure and written expression items on the Test of English as a Foreign Language (TOEFL), giving credence for using a direct assessment of writing with the population of the writer's work site, i.e., American Indians.

In designing and scoring the writing assessment instrument, there is ample directional help in the literature. Daiker & Grogan (1985) and Cantor & Hoover (1986) discuss the role of sample or anchor papers in holistic evaluation of writing. Both outline a process of sample section, using a reading committee, the establishment of samples papers on which consensus scores have been reached and a selection of two or more sample papers for each point on the scoring scale. The central principle in sequencing papers is to train readers into making increasingly more difficult and sensitive scoring decisions, And, finally developing a statement of scoring criteria or a rubric that describes and characterizes sample papers at each end of the scoring. The use of the sample papers in training of raters is outlined by the researchers. The writer will use many of their suggestions in developing the writing assessment instrument with the language arts department.

Nevo (1989) outlines a similar procedure the writer may use in developing a direct assessment instrument of writing. Nevo formed a steering committee

that examined the rhetorical styles of his school system's curriculum and developed several writing tasks that addressed identified types of writing used in the curriculum. He also gives direction to piloting the writing tasks, developing scoring guides for each writing task, administering the writing assessment instrument to the target population, and procedures for training lay scorers to conduct the scoring of the writing assessment. Nevo's findings of reliability, validity, and the outcomes of the various scoring methods are encouraging. He found interrater reliability coefficients ranging between .84 to as high as .92 (p. 9) and his content validity consistent with the curriculum of his work site as found by surveying of the teachers. This is encouraging news and justifies the use of holistic scoring for the writing assessment instrument to be implemented.

Other considerations in selecting this solution have to do with time constraints, costs, and the needs of the other teachers of the department. It would be impractical to order and review several off-the-self tests of writing. Time and energy would be better spent involving the language arts department members in the process of designing, writing, and scoring the writing test. The building of purpose, focus, and ownership of the assessment process is crucial to good working relationships of the department and school. Further, the writer can use his leadership skills to effectively create positive changes in the school. The selection of creating a writing test from scratch can bring about a more cohesive, positive working environment for all concerned. The creating of a site-based test is also time conserving. Instead of waiting for orders of sample tests to arrive, the department can use that time in doing a pilot study of the test instrument, and complete a norming based on the school's population.

As seen earlier, standardized tests have come under increasing scrutiny as to their appropriateness with American Indian populations. In selecting to create

a writing test locally at the writer's work site, the test can be tailor-made to the instructional needs of the population served by this practicum. The stimulus selected can be culturally appropriate and the writing tasks familiar to the students. More importantly, the test can be normed to the group, giving a far more accurate measurement of language achievement. The ability of any individual student's language achievement in writing English will be measured against his or her peers at the high school instead of comparing his or her ability to monolingual speakers of English that a standardized test would use. A locally created and normed writing test is fairer, has a higher face validity, and will yield a better measurement of language ability.

As a final justification for creating and norming a local test of writing ability, one must look at the political environment of the state in which the writer's work site resides. A direct assessment of writing follows closely the state department of education's newly created method of assessing achievement for grades three, eight, and twelve. In using a direct assessment method, the writer is keeping in line with the "politically correct" ways of testing within the state. If the ESL program at some further date is reviewed again, using direct methods of assessment will be looked at in a morefavorable light. Also this writer has participated extensively in the state department of education's scoring sessions in April, 1990 and 1992 of its writing and reading assessments for the twelfth grade across the state. This background will help in the design and scoring procedures of the high school's writing assessment instrument.

Report of Action Taken

Once the practicum proposal had been approved, the following activities were implemented.

During the first month, a great deal of time was spent in committee meetings with the language arts department in designing and writing the assessment test instrument. In the initial meeting during orientation week, the writer described fully the need for a writing assessment instrument and the pertinent problems the school was having as noted above. He then shared his personal knowledge gained from the review of literature about direct assessments of writing—their strengths and limitations. He also outlined the proposed activities for the creation, piloting, administration, scoring, and data analysis of the assessment instruments. He then, in turn, outlined his duties of identifying limited English proficient students using the newly obtained writing tests scores. The department members were very enthusiastic in assisting and developing the writing instrument.

Through guided brainstorming and group discussion, the committee came to some overall guidelines in developing the assessment instrument. First, the group felt that two forms of the test would be advantageous in pre- and post-testing as well as answering some validity questions. The committee then decided to design writing tasks that were academic in scope and had familiar rhetorical demands for the targeted students to accomplish. The group felt that responding to a set of comprehension questions about an appropriately relevant story for the school's population was needed. They also felt that three types of questions based upon a reading should be used. One response targeted literal comprehension, another interpretation, and the third an evaluative format, giving the student an opportunity to write about opinions and beliefs. The committee wanted the responses designed with a continuum in mind: from

restricted, closed response to open, unrestricted response. The writing tasks were to have definite boundaries so that the writing could be systematically and accurately evaluated.

In the next session the group identified several short stories from materials at hand in the language arts department for inclusion as writing prompts. Two readings were selected for their length, readability, and appropriate content. The story, "Going Nowhere," by Jacqueline Glasgow Butler was selected. It is about a young Navajo boy on a reservation, trying to decide if he wants to return to school in the fall with the other children his age or be with his grandfather who is willing to teach his grandson traditional ways. It deals not only with the boy's feelings and experiences but that of his family as well. The story was considered to be relevant in content and background for the high school's population. The other story selected is appropriately entitled, "The Test," by Ina Claire Gabler. It is about a young high school girl who has to make a decision about loyalty to her boyfriend who asks her to help him cheat on a history exam or to keep her integrity and resist the pressures the boyfriend places on her by refusing to help him cheat. The main character, Mercedes, is portrayed as a Hispanic girl. Again this story was selected because of the appropriate theme and background of realistic high school life and peer pressure the committee's own students face every day. Each story was also selected because of its appropriate word length and its readability as determined by Edward B. Fry's graph for estimating readability (Fry, 1977) (see Table 1).

Table 1

Comparison of Story Selection Criteria

Story	Length of story	Average Sentence Length/100 Words	Average syllable Length/100 Words	Grade Level
"Going Nowhere"	1,277	11.8	128.6	2.5
"The Test"	1,323	13.5	122.6	2.0

Both stories were deemed at an independent comprehension level for the population's age that would read and respond to them. Considering that the average reading ability of the high school population is approximately at 6.5 grade level, the stories were considered easy and well within the reading ability of nearly all high school students.

From this point, the committee members wrote writing prompts from the two readings selected, keeping in mind the literal, interpretative, and evaluative format. From the pool of writing prompts the committee wrote, three were selected for each reading. In preparation for the next phase of the test development, the writer asked each committee member to write a "best response" answer to each writing prompt developed. These were shared among the committee members to further clarify and revise the test instrument. The comments and suggestions from this step went into a first rough draft.

The test booklet was then written, using the stories selected and the revised writing prompts. The document was electronically typeset. The first rough draft was submitted to the committee members for another proofreading and revision. This critique was incorporated electronically and a working rough draft was then written and photocopied on a small scale.

Next, the working rough draft was piloted with a small group of students. The test was administered to two classes in the language arts department when the high school began its fall session. The test was given to a typical ninth grade ESL English class and to a class of eleventh grade ESL American literature English course. At that time, a working set of directions for administration of the test was developed. The working rough draft was administered to forty-seven students in the two classes. Half of each class was administered Form F (the story, "The Test" see Appendix A) and half was given Form G (the story, "Going Nowhere" see Appendix B). From this came a set of pilot writing samples for scoring.

The committee then met to discuss piloting scoring procedures. From the discussion, it was decided that a six-point scale would be used in scoring. The zero score was defined as a no response category or as a category to define meaningless writing unrelated to the task. From the forty-seven pilot test booklets, twenty were selected for the entire group to score holistically. Ten were from Form F and ten were from Form G. The writer once again shared his personal knowledge of holistic scoring methods gained from the review of the literature for this practicum and from his personal knowledge of working with the state department of education's state-mandated writing test as a pilot scorer. The teachers were then each given the twenty booklets to score individually. Each question prompt was to be given a score of zero to five. At this point, no criteria was defined except the zero point and that a score of five should come close to the "best responses" the committee wrote at the proofreading stage. Each teacher was given twenty preliminary scoring sheets (see Appendix C). Each booklet was assigned a number and names of the individual students were eliminated. The teachers kept their scoring sheets confidential until the next meeting so as not to bias the others as to their own evaluations. The booklets

were then divided among the committee members and a rotation scheme established.

In a surprisingly short amount of time, the committee members each scored the twenty individual booklets. The scoring sheets were gathered from the teachers and grouped by the student's test booklets. The results were compared and discussed at length. From this lively discussion, the writer directed the committee to establish anchor papers. These were examples of student writing that defined the point scale the committee all agreed upon. Two examples were found for each point for each question prompt for each booklet, excluding zero point responses, totaling 60 examples. These were then placed in an anchor paper reference set for the tests (see Appendix D).

Now that scoring procedures were established, the committee turned toward framing the testing procedures of administration. From notes kept by the two committee members in the initial piloting of the test, the committee wrote a set of directions for administration of the test. These included an introduction of the purpose of the test, length of time for the testing session, what to say to the students to prepare them successfully for the task at hand, and responsibilities for a test administration coordinator who oversees many administrative tasks of the testing sessions (see Appendix E).

Another important step the committee focused on during the end of the first month of implementation was the development of rubrics and a scoring guide for the writing test. During another lively set of discussions, the team designed a scoring sheet, one for for the first and second scoring (see Appendix F). This sheet contained the essence of the items the committee felt were the salient features that distinguished between limited writers of English and those high school students who were proficient. From this discussion and from the anchor papers the team wrote the rubrics (see Appendix G). This was a lengthy,

on-going process undertaken by a couple of the committee members. The rubrics were designed and written from the committee's recommendations as well as a definition and comparison of the scoring of the initial pilot samples. The committee, seeing that the test forms were now in a final stage of usefulness, secured copyright permission to use the two stories lifted from an anthology (see Appendix H).

During the second month, the team went forward with the second major portion of the implementation of this practicum: administering the writing assessment instrument to a majority of the students at the writer's work site. In order to obtain significant norming data, the entire school's writing ability would need to be assessed with the newly designed instrument. This was accomplished. The committee had the two forms of the test as well as the two scoring sheets needed for the evaluation of the samples printed by the school district's audio-visual department. Next the two forms were evenly divided among the various English classes, striving for age balance among the two forms administered. A Wednesday date was selected during September of the school year for the test administration. This was chosen for its high attendance and as a beginning of the school year baseline of the norming data. The language arts teachers were given ample test booklet and the scoring directions. The writing test instrument was administered to 370 students. Approximately one-half of the students were given Form F and the other half were given Form G. This number excluded the 37 students from the initial piloting. A small number of students were given an opportunity to make-up the testing at a later date during the following week.

Once all the testing booklets were collected, the writer met with the language arts department members for training sessions since the rubrics and anchor papers were developed. During this session, the directions of

administration were discussed and revised in light of the large-scale testing that had just been accomplished. The final form of the directions for administration appear in Appendix E. Now the teachers were shown how the rubrics and anchor papers were used to score a much greater number of samples to score. The problems associated with scoring drift and central tendency were discussed. Over the next few days the language arts department members met after school hours to score the sample. To keep everyone in alignment with the rubrics, the writer interspersed the original twenty pilot samples into the teacher's scoring batches. When they had completed a batch of 20 samples, the writer examined the score of the pilot sample to check for drift. This occurred irregularly within the scoring. When scores differed by more than four points, a third person was asked to give a third reading to the sample. Then the three scores were examined. The one score that was furthest from the other two was discarded in favor of the two in closer agreement.

Once all the samples of the major testing for the norming baseline were scored, the scores were then evaluated on several levels to obtain norming data, reliability information, and the crucial cut-off score that identified students as LEP, and those who were proficient in their English writing ability. The breakdown of this information is contained in the Results section below.

Once the scoring data was analyzed, the individual results of the testing were reported to the counseling department of the high school. The counselors and the writer then used the testing results to strengthen the identification process of the limited English proficient population. The testing scores were included in the school's computer informational data base that recorded and processed the identification and placement of LEP students. With this new wealth of identifying data, an audit of all computer records was conducted, which, in turn, identified a greater number of students requiring placement into

ESL programs at the high school. The counseling department then identified students needing schedule changes that placed students into an appropriate ESL course(s).

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The primary result of this practicum was the selection of a writing assessment instrument to improve the identification of LEP students. This was accomplished. Instead of finding and using an off-the-shelf testing instrument, the high school's language arts department elected to create and norm their own direct writing assessment instrument. Their choice was a fruitful one. It gave the department a usable, practical, reliable, and valid test instrument to assess the writing proficiency of the identified PHLOTE student. Attention will be given first to the norming results of the school-wide administration of the instrument, then to results of the test's cost, feasibility, ease of scoring, and the results of the placement of students identified LEP as a direct result of the test's scoring data being implemented into the placement procedures already in existence at the high school.

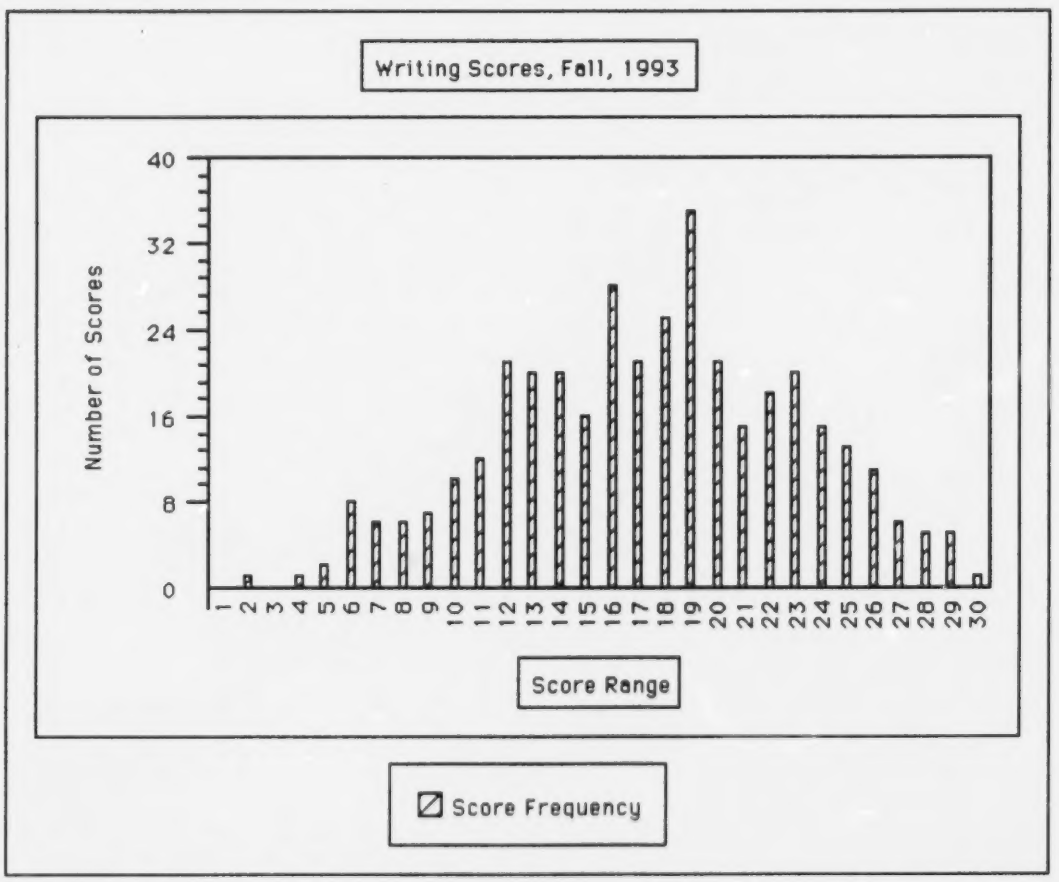
Table 2 summarizes the descriptive statistics derived from the testing. The information was a sum of the scores from both Form F and Form G. The measures of central tendency (mean and median) are very close. This resulted in a distribution of scores that is fairly symmetrical, yielding a normal distribution of scores (See Chart A).

Table 2

Descriptive Statistics for WRITE, Fall, 1993

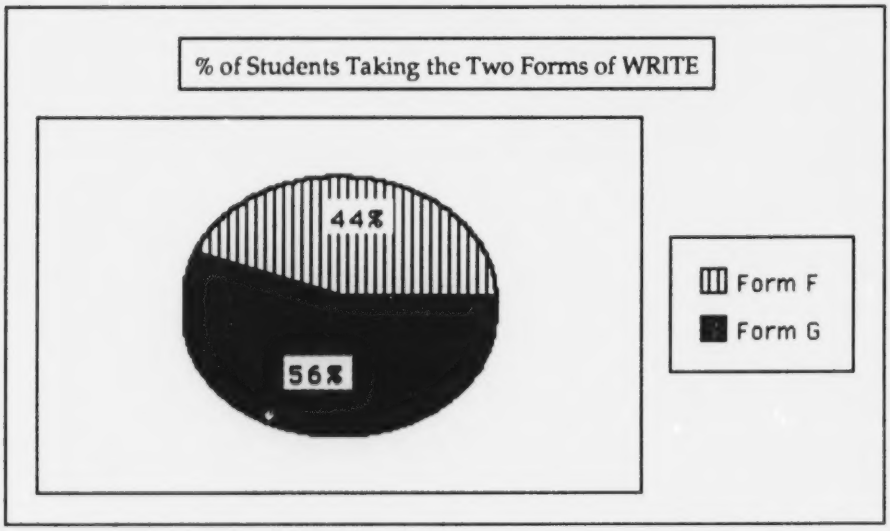
Number of scores (n)	370
Mean:	17.41
Median:	17.5
Mode:	19.0
Standard Deviation:	5.64

Chart A



The scoring information is based on the combined use of both Form F and Form G of the test. Approximately one-half of the school population was given either one form or the other; age was not a consideration in assigning which student was given which form. Equal numbers of ninth, tenth, eleventh, and twelfth grades classes were administered both forms of the test. Chart B gives a detailed breakdown as to the percentages of students administered each form.

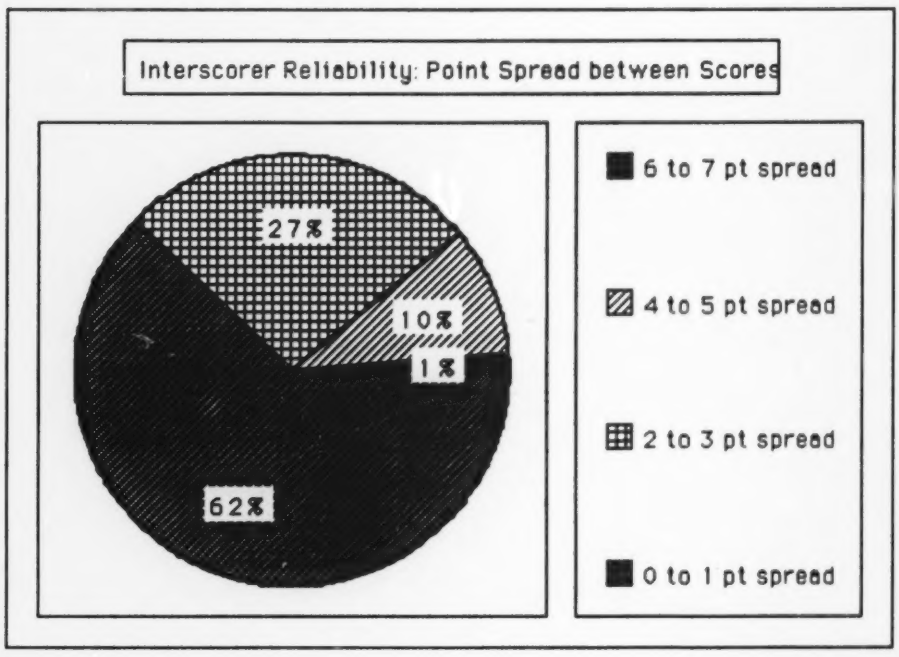
Chart B



A major concern of this type of direct assessment of writing is the need for reliable, consistent scoring of the writing samples. This was achieved by having each sample scored twice by two trained scorers. The unique advantage of this design is the ability to compare the two scores. In Chart C, one can see that the interscorer reliability is quite high. When looking at the difference between the two scores given for the samples, 89% had no difference (exact matches) to a three point spread difference. Only 11% of the time did the scorers differ more than three points. On no occasion did the scores vary more than seven points. This is significant. It demonstrates that the training of the scorers was effective.

The use of the rubrics and anchor papers helped to keep the scorers "calibrated." Their scoring was consistent.

Chart C

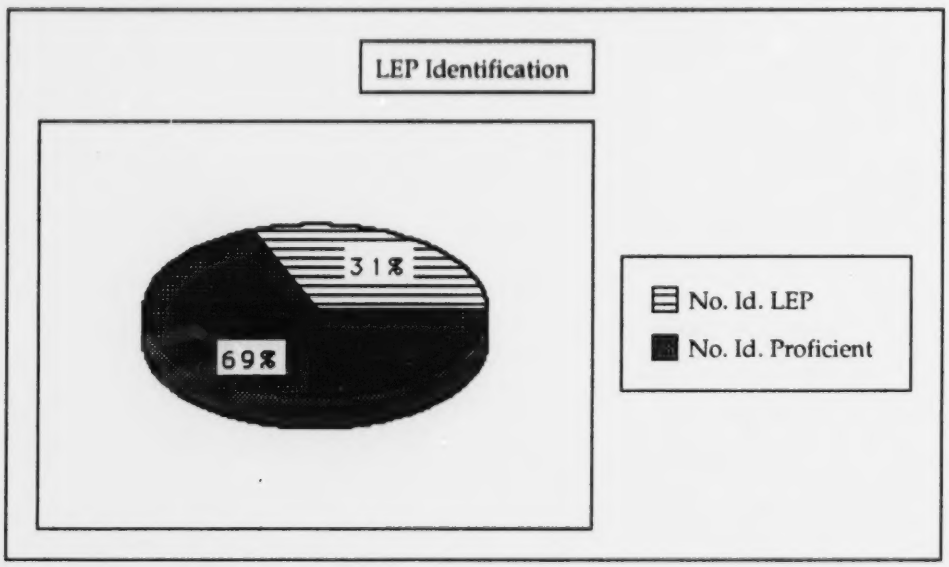


From samples that obtained scores with a difference of four or more points between the two scorers, a third, arbitrating score was obtained by a third scorer. This person's score was compared to the other two scoring results. The arbitrating score plus the other score that was closest to the arbitrated score were totaled to obtain the sample's score. The score that was not used was thrown out. This procedure kept virtually all the sample's scores reliable and consistent. This procedure was included in the Directions for Administration (see Appendix F). The statistics described in Chart C does not contain the arbitrated scoring. It only contains the first and second scorings.

All the results thus far presented were discussed with the principal of the school and presented orally and in writing to him. From these discussion, it was

determined that a score that fell one standard deviation from the mean would be the determination of whether a score was indicative of a limited English proficiency in writing. A score of 14 or below was determined limited and identified an LEP student. A score of 15 to 30 was deemed a proficient writer of English as compared to the writing ability of the population the high school served. This would mean that a student would have to receive mainly scores of 2's and 3's on the individual writing responses from the two scorers. Further discussion with the language arts department members revealed that they considered the cut-off score appropriate. They came to this conclusion after reviewing the summative scoring statistics and reexamining several of the scored writing samples they themselves had evaluated. From this, students were identified limited or proficient writers of English by their scores. Chart D summarizes the identification of the population.

Chart D



The test's cost was nominal. The only material cost was photocopying. Because the language arts department teachers volunteered to help create, administer, and score the testing instrument, the manhour costs were minimal. After working through the various steps outlined thus far in the development of a testing instrument, it is the opinion of the writer and his staff that a direct assessment of writing ability using holistic scoring methods is a feasible alternative to indirect, discrete-point methods of testing writing. The training of the scorers and the scoring process is time-consuming and could be costly if the manhours were not volunteered but paid by hourly wages. It was reported that an average time of 2 to 3 minutes was spent to score one writing sample. The scorers reported that the scoring of the writing samples was time-consuming, mentally draining, and exhausting physically. However, the scorers also frequently reported a sense of ownership and feelings of importance attached to the scoring task that kept them enthusiastic and persistent with the task at-hand. The committee estimated that the manhours spent among the seven members in the scorer training and scoring sessions to be between 75 and 100 manhours for the 370 writing samples.

The developed writing test was administered to the incoming Freshman class of 1997. Their scores were incorporated into the norming data for the test instrument. At the time of the pilot and norming testing, 420 students were enrolled at the high school. Twenty-two students were identified with handicapping conditions that did not permit them to participate in the testing. Therefore, with 398 students were eligible for testing. 93% of the student population participated in the pilot and norming testing. Also at that time, 112 Freshmen were eligible for participation in the testing. 73% of the Freshmen participated in the pilot and norming testing.

At the time of writing this report, the school board had not yet approved the writing assessment instrument. A written report was submitted but had not been reviewed by the board. When approval is secured, the high school and the school district will be in compliance with the state's statues, rectifying the deficiencies of the school program as outlined in the state department of education's letter of compliance program review of the high school ESL program as noted above.

Discussion

The results achieved during this practicum strongly demonstrated that placement testing can be developed and normed at the local level for the identification and placement of LEP students. The results also demonstrated that high interscorer reliability can be achieved. Training of the scorers is an important aspect in evaluating the writing ability of students holistically as Borg and Gall (1989) pointed out. The implementation tried to counter the negative aspects of holistic scoring like scorer drift, scorer bias, and scoring errors of leniency and of central tendency.

When constructing the test, several areas were addressed that resulted in a successful testing instrument. Appropriateness of the testing content was of primary concern. The language arts department wanted a reading prompt for the writing responses to be culturally relevant, easy to read, and which elicited responses that were common writing tasks for beginning high school Native American Indian students. This was successfully addressed with the use of the two stories selected. The content and construct, and face validity of the writing assessment test is valid for the population being served. The test does closely fit the educational and cultural needs of the high school's population.

Further, the language arts department did conduct its own local norming procedures to arrive at an adequate measurement of writing ability, capable of assessing the language proficiency of the population. Gronlund (1976) outlines five important considerations when judging the adequacy of norms. His criteria is relevant in comparing the writing assessment instrument and its norming data in light of these important qualities Gronlund emphasizes for any standardized test. He states that 1) the test norm should be relevant. Since the test will be used to assess the incoming students for the next several years against the writing ability of the high school population from the fall, 1993, this is a meaningful comparison. The incoming 9th grade and all students in upper grades transferring or enrolling at the high school will be compared in their writing abilities to this norming population. 2) The test norms should be representative. Ideally, the norms should be based on a random sample of the population they represent. Instead, the committee tried to test all students enrolled at the school, in all grade levels. This is a significant subgroup of the population. This procedure in obtaining the norm sample does give the test a representative sample from which to compare all future future students in the enrolling at the high school.

Gronlund states that 3) the test norms should be up to date. Since the norms were gathered during the fall, 1993, the sample will be useful for the next five years. Probably in 1998, the department will need to test once again the entire school population to obtain more current norming samples of the students' writing abilities. He also states that 4) the test norms should be comparable to other placement tests. This has not been accomplished, yet it is feasible to statistically correlate the scores of the writing assessment this fall with the reading scores obtained during the same month. The students were administered a nationally used standardized test of reading achievement. These

two sets of scores could be examined and correlated to strengthen the criterion-related validity.

The last criteria Gronlund indicates for adequately assessing test norms is 5) that test norms should be adequately described. He states that the test manual should include:

> "[the] method of sampling; the number and distribution of cases included in the norm sample; the characteristics of the norm group with regard to such facts as age, sex, race, scholastic aptitude, educational level, socioeconomic status, types of schools represented, and geographic location; the extent to which standard conditions of administration and motivation were maintained during the testing; and the date of testing, including whether it was done in the fall or the spring (p. 413).

Most of this information about the test norms is located within this practicum; however, it needs to be restated and included in the Directions for Administration (Appendix F). This will be useful for other school districts who would like to use the WRITE directly or create their own direct writing assessment instrument.

In conclusion, the direct writing assessment instrument has proven to be a fruitful endeavor. It has solved a major problem at the writer's work site: the assessment of student's writing ability for placement into ESL programs.

Recommendations

The strategy used to affect changes in the assessment of LEP students with a direct test of writing ability proved to be effective during the implementation of this practicum. However, many factors also presented obstacles during implementation. Therefore, the following recommendations are offered:

a) A random sampling of the school population would be just as an effective way of obtaining a norming sample of scores rather than testing the entire school population.

b) Administer another standardized test with the same sample population for reading or language ability so that a correlation could be derived between the newly-created test and a well-established standardized test, thereby yielding more substantial information of the piloted test's criterion-related validity.

c) Because of the relative success of this practicum, it is recommended that state-wide testing of writing be abandoned and, instead, the state concentrate its efforts on having teams either locally at each school district or regionally with similar populations develop, write, and norm their own assessment testing instruments, directing their funding toward local control and ownership of assessment. The department of education for the state could fund experts to guide the development of local assessment instruments as demonstrated in this practicum.

Based upon the avid reception of the results of this practicum at the writer's work site, a variety of activities have been projected for the next school year. The middle school at the writer's school district wants to develop their own writing test for their school population. The writer has been asked to assist the school in develop other assessment instruments throughout the district. The Federal Projects Director has asked the writer to present the content of this practicum at a regional Chapter I conference. The use of the WRITE will be used fall and spring of each school year to assess incoming students to the school district as well as the reassessment of the placed LEP students to further the compliance of the high school's ESL program with state law and policy.

Dissemination

Copies of this practicum report will be distributed to the school district's administrators, the Superintendent of Instruction, the Federal Projects Director, Special Education Director, the language arts department members,and

counseling department of the high school. A summary of the procedures and findings will be submitted to the school board for their consideration at the time the assessment instrument is to be presented for approval.

If time permits, this report will be adapted for conferences sponsored by the Arizona Teachers of English as a Second or Other Language (AZ-TESOL) and the national organization of Teachers of English as a Second or Other Language (TESOL). Plans are also being made to prepare an article for TESOL Quarterly and the Navajo Journal of Education.

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APPENDIX A

FORM F OF WRITE

Name: _____

Date: _____ Grade: ____

Age: _____ Birthdate: _____

Teacher: _____

Scoring Summary:

1st Score:_____ 2nd Score: _____

Final Score:_____

ESL Id: LEP / Non LEP

_____

Final Scorer's Signature Date

The Test

by Ina Claire Gabler

Carlos and Mercedes met after school as usual and began walking home together. When they reached the main street of the neighborhood, they heard Latin music coming from a record shop.

Carlos dropped his books on the sidewalk. Then he started moving his feet, hips, and hands in time to the music. His eyes shone, and he smiled playfully at Mercedes.

"Carlos," Mercedes said, laughing. "People are looking."

"Let them look, baby. Carlos Rosario will show them some real dancing!"

Soon a small crowd formed around him, urging him on.

"Join him, Mercedes!" a friend called out.

Mercedes shook her head, blushing. She was proud of Carlos, but she was shy.

Carlos danced until the record ended. Then he picked up his books and put them under one arm. He put his other arm around Mercedes' shoulders.

"Come on," he said, as he led her away from the crowd. "Let's go for a Coke."

"Okay," she said. "But not for long."

"What's the hang-up?" he asked. "It's a beautiful spring day!"

"I know, Carlos," she said. "But you know I have to help my mother before supper. Also, we have a history exam tomorrow."

"Look, I have to take the stupid exam, too, but do you see me worrying about it?"

"No. But I don't see you passing it, either," she said quietly.

He stopped and stared at her. "I don't need my girl hassling me. See?"

Mercedes held her books close to her.

"I'm not hassling you. It's true what I said, and you know it. I'm not telling you what to do, but I want a good mark on tomorrow's test. It's the last one before the final."

"Man, the teachers and my parents are bad enough," he said, taking his hand away from her shoulder. "Now you!"

He paused. Then he touched her long black hair and smiled. "It's crazy. Of all the girls in school to choose from—I end up with a brain for a girl friend."

Before she could move, he kissed her quickly and softly. "Come on," he said, taking her hand.

They went for a Coke.

Mercedes got home at 5:00.

"Where have you been?" her mother asked in Spanish.

"I had a Coke with Carlos, Mami," Mercedes answered.

"He's no good, that boy. He's a bum!"

"He's not a bum. He just likes to have fun, that's all."

"It's late," her mother said. "Here's a list of things we need for supper. Your father will be home soon. I must stay here to look after Miguel."

After supper, Mercedes helped Miguel, her little brother, with his homework. Her parents would have helped him if they knew English better. Later, Mercedes did her own homework.

After the history test the next day, Mercedes spoke to Carlos.

"Did you study?" she asked.

"I played basketball with some of the guys," he said with a smile.

"Do you think you passed the test?"

"Well, funny thing. Mrs. Langdon didn't ask any questions about basketball." He laughed. Mercedes found herself laughing, too.

After school, they met at their usual place. "How's the brain?" Carlos asked her.

"Still ticking," she said softly.

"Let's go to the park," he said. "Some of the kids will be there."

"I'd like to, but I've got to go home."

"What's the rush?" he asked.

"My mother gets upset when I'm late from school. She needs me to help with supper and

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Miguel. Then I'm so tired, I can hardly study."

Carlos frowned. "Okay, you go home and work like a slave. I'm going to play basketball. Life is for living—not slaving for someone else."

He turned and walked away. Mercedes held back her tears as she walked home.

For the next two weeks, she and Carlos did not meet after school. Mercedes said she had to study. Carlos said he had to "live."

The night before the final history exam, Carlos called Mercedes on the phone. "Hi, baby," he said.

"Hi, Carlos. What's up?"

"Nothing much." He paused. "Look, I called to ask a favor. I just can't cram all that history stuff into my head. I need your help."

"Sure," she said. "Why don't you come over? We can study together." Mercedes was pleased. She'd show her mother that she could be a good influence on her fun-loving boyfriend.

"Well, that's not what I had in mind. I thought you could help me during the test."

"You mean cheat?"

"Come on, honey. It's not murder. When two people love each other, they should help each other."

"Well . . ." She felt torn in two directions. If she cheated, she might get caught and lose her self-respect. If she didn't help Carlos, he'd fail and be left back a year. And she'd lose him forever.

"What do you say?" Carlos asked.

"I'm not sure, Carlos."

"If I can't depend on my girl, what's the point of going together?" he said—and hung up.

Mercedes felt awful. Carlos brought fun into her life. She was so quiet and shy that some of the kids thought she was stuck-up. But with Carlos, she was accepted and part of the action. She loved his spirit, and she loved him.

"When two people love each other," he had said.

The next day in history class, Carlos sat next to Mercedes. When he gave her his heart-melting smile, Mercedes looked down at her desk. She had decided what she would do, and she was scared.

Mrs. Langdon began putting the exams, face down, on each student's desk.

"There will be no talking from now on," she said. "Any talking will be considered cheating. So will the passing of notes."

Carlos leaned slightly toward Mercedes and whispered, "Be cool, honey."

Mercedes' face felt hot, and her hands felt cold. Something was pounding inside her head.

"All right," Mrs. Langdon said. "You may turn over your exams and begin. You have 50 minutes."

Mercedes turned over her exam. She put her elbows on the desk and pressed the sides of her head with her fingers. She stared at the first question on the exam. But she couldn't concentrate on the words.

Carlos coughed quietly and dropped his arm to his side. His hand was turned sideways, ready to receive a sheet of answers.

Mercedes noticed this from the corner of her eye. She took a piece of scrap paper and wrote on it for a while. Then she folded it up into a small size. She waited until Mrs. Langdon opened her desk drawer to look for something. Then Mercedes passed the folded paper to Carlos.

As Carlos took the paper, he gave her hand a squeeze. Then he carefully opened up the paper and read it in his lap:

"Dear Carlos, Last night I didn't know what to do. Now I know that I won't cheat. I hope you understand. Mercedes."

She felt his anger rush at her across the space between them. She did not look at him. She filled in the answers to the exam and turned it in to Mrs. Langdon. Then she left the room—and Carlos. But she cried all the way home.

Later that day, she saw Carlos dancing in front of the Latin record shop. His arm was around Carmen, one of Mercedes' classmates.

Mercedes went home and helped her mother with supper. Then she helped her brother with his homework.

When she washed up for the night, she saw an unhappy face in the mirror. But she could look straight into the eyes of that face. And, in a way, she felt relieved.

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Writing Directions: Read each of the three writing questions and write out a complete response on the lines below. You will be evaluated on your ability to rephrase the question into your response, use complete sentences, correct spelling, punctuation, and grammar. You may look back at the reading selection at any time to help you with your response.

Writing Response #1: In the story, **Mercedes is known as a good student. How is she a good student?** Be specific with details from the reading.

Writing Response #2: As you read the story, you saw Mercedes stick to her principles. This cost her Carlos's love and affection. **What actions of Carlos's warned Mercedes that she might be losing his love?** Be specific.

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Writing Response #3: Many students face pressures smiliar to Mercedes. These pressures test their character and principles. An example of this would be helping other friends in school cheat on assignments and tests. **On the lines below discuss when, in your opinion, it is OK to help a friend cheat and when it is not OK to help others cheat.** Be specific and make sure you address both situtations and provide examples for your reasons.

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Stop! You are finished with this test.

APPENDIX B

FORM G OF WRITE

Name: _____	**Scoring Summary:**
Date: _____ Grade: ____	1st Score:_____2nd Score: _____
Age: _____ Birthdate: _____	**Final Score:** _____
Teacher: _____	ESL Id: LEP / Non LEP
	_____ Final Scorer's Signature Date

Going Nowhere

by Jaqueline Glasgow Butler

Tony John sat on his heels and looked out on the grass field. His black hair fell, Indian-straight, to his shoulders. He wore a leather strap as a head band. His young face was serious, and his dark eyes were watchful.

A Levi jacket with the sleeves cut off hung loosely on his shoulders. It had belonged to his older brother, Joseph John. Joe had not yet come home from Southeast Asia, although they said the war was over. They said.

Tony had been waiting since dawn. Now the sun was overhead, and his wait was over. An eagle appeared in the sky. It sailed in toward Tony's bait, a chicken tied to a stake. Tony knew the eagle would spot it—and would spot him, too.

"Okay, old boy," he whispered. "How bad do you want it?"

He challenged the eagle as he would challenge a man. He thought of the eagle as part of himself, his grandfather, and his brother Joe. The eagle was tied to this valley as much as he was. And Tony had learned the eagle's hunting grounds, flying range, and nesting spot. All summer, he had followed and watched and waited. He had separated himself from the other boys. He did not hang around the village, or tease the girls, or ride into the city. Cities had nothing to do with him.

When September came, he had not gone back to school. Never again, he told himself, would he ride the yellow bus to nowhere.

"They will come and get you," his mother said. "When Andrew Titus did not go back to school, a man in a suit came and talked to the parents."

She meant it would be a shame to the family. His brother Joe had done well in school. He played football. He had a white girl friend whose father owned a hardware store. And he joined the Army and went away to fight for his country.

Tony told his mother, "They have nothing to teach me. The yellow bus picks us up every day. At the end of the day, it dumps us back where we started from."

And he stayed on the reservation with the others who had ended up back where they started. The old men and women, who hardly ever left. The younger ones, who left briefly and came back to lick their wounds.

Many of the men did not have jobs. The people lived among broken-down cars. Refrigerators that no longer worked. Outdoor washing machines with hoses patched together.

Sometimes Tony sat in the old Chevrolet beside the house. It was his brother's car. It rested on four blocks because the tires were missing. It waited, like the rest of the family, for Joe to come home. Tony did not know how to fix the car. To him, it was a symbol of speed and escape. But Tony, like the old car, did not go anywhere.

In September, the others went back to school. Tony began to take long walks. He would lie on his back, staring at the sky, thinking of nothing. Until the day he saw the eagles overhead.

There were two of them, a male and a female. They dropped low, then soared up. They had what the boy wanted—wild strength and freedom. When they flew off, he picked up an eagle feather from the ground. He put it

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inside his shirt, where he carried it from then on.

"Grandfather, how do you make a snare?"

"No one makes them anymore," his grandfather said. "Even in my time, we had quicker ways of catching animals. Guns and metal traps. I only made snares so as not to forget how."

"Have you forgotten now?"

"No. But it doesn't matter. There are no animals to catch anymore. The men sit like women, eat, drink, and watch the television box. Why do you want to learn about snares?"

"So it will not be forgotten. And maybe to use this knowledge, also."

"What kind of snare do you wish to make?"

"A bird snare. A large bird, maybe."

The old man began to shape a piece of cord into a circle. He made a difficult knot. He undid the knot and made other kinds of knots. His fingers moved very quickly. Finally, he smiled. He had remembered all of the knots.

Then he taught them to Tony. For the next few days, Tony practiced with the cord, under his grandfather's eyes.

"Tony is not learning anything," his mother said to his father. "He plays with string while the other boys go to school."

His father was a big man. He worked in a garage in the city. When he came home, his clothes were full of oil and grease stains. And he was tired.

"What do you want him to learn?" Tony's father asked.

"How to make a living in the city."

He shook his head. "Is the city so much better than the reservation?"

She bit her lip and said, "Yes."

"Because they have new cars and houses?"

"Yes, instead of old cars that don't work. Instead of shacks with not enough room." It was an old argument.

Finally, he said, "If Tony does not want to go, I will not make him go."

He saw her eyes fill with tears as she looked out the window. She looked at the old Chevrolet without tires. There is still the land, he thought. Someday the grass will grow over the broken-down cars and refrigerators. They will sink into the earth. Deer and other animals will come back. There is still the land.

Tony had made a perfect snare. He had set it and waited. And now the eagle had come. It was the male without his mate.

The eagle flew lower. It eyed the chicken and Tony. Suddenly, it swept to the ground, grabbing the chicken with its claws. When it tried to rise with the chicken, it screeched. A cord around its leg jerked it back to the ground. It bit at the cord angrily and beat its wings.

Then it stopped and looked at the boy, who had come closer. Tony's heart pounded as he inched forward. Would the eagle break the cord and attack him? His eagle faced him, proud and silent. His eagle! It opened and closed its beak silently and jerked its head. Tony held a sack to throw over the bird. He also held a knife to cut the cord , but he was stopped by the bird's beauty, its power, and its pride.

High in the sky, another shape appeared. It was the eagle's mate. She circled, making a sad cry. He, angry again, pulled at the snare and beat the grass with his wings.

Tony watched the female. He rubbed the cord between his fingers and remembered his grandfather's knots.

"So that I will not forget," he said to himself. Quickly, he cut the cord holding the bird's leg. The eagle shook itself. Then it took off, joining its mate above. Together, they flew away. The boy took the feather out of his shirt. He scratched a hole in the earth. He put the body of the chicken into it and placed the eagle feather on top. Then he covered it with dirt.

"Mrs. John." The man looked uneasy. He did not like his job. "I came about your son."

Neighbors looked out of windows. Mrs. John wiped her hands nervously on her skirt. "About Tony?" she said. "About school?"

"No, I'm not from the school." And he handed her a telegram.

That night, she read it over and over. "But they said the war was over," she kept saying.

Tony hugged his brother Joe's old Levi jacket around him. Then he fell asleep in the old Chevrolet. In the car that would go nowhere.

Go on to the next page ☞

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Writing Directions: Read each of the three writing questions below. Write out a complete response on the lines below. You will be evaluated on your ability to rephrase the question into your response, use complete sentences, correct spelling, punctuation, and grammar. You may look back at the reading selection at any time to help you with your response.

Writing Response #1: In the story, Tony doesn't want to go back to school in the fall because he believes that he isn't learning anything important and it's getting him nowhere. **Instead of going to school to learn, what does Tony learn about and from whom?**

Writing Response #2: Tony's mother wants him to go back to school. **What are her reasons for wanting Tony to go back to school and what does Tony's father decide and why?** Be specific.

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Writing Response #3: Like Tony John in the story you have just read, many students on Indian reservations face similar decisions about attending school. **On the lines below write down some of the reasons students like yourself have for *not* attending school and write down some of the reasons you and your friends have *for* attending school.** Be specific and mention things which concerns you personally about school and life on reservations.

Stop! You are finished with this test.

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APPENDIX C

PRELIMINARY SCORING SHEET

Writing from Reading Integrative Test of English
Preliminary Scoring Sheet

Scorer: _____

Student Number: _____

Test Form: F - G **Score Total:** _____

Writing Response #1 **Score:** (circle ONE) 0 - 1 - 2 - 3 - 4 - 5

Comments:

Writing Response #2 **Score:** (circle ONE) 0 - 1 - 2 - 3 - 4 - 5

Comments:

Writing Response #3 **Score:** (circle ONE) 0 - 1 - 2 - 3 - 4 - 5

Comments:

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APPENDIX D

ANCHOR PAPERS FOR WRITE

Anchor Papers for WRITE

Writing from Reading Integrative Test of English

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Form F and Form G

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Form F

Anchor for writing response #1
A score of 5:

Mercedes is a good student by doing her homework and studying for the exams. She also is concerned about her work in school and not slacking-off like her boyfriend Carlos is doing. Mercedes cares about her work and wants to go home right after school so she can help her mother with supper and then do her homework. But Carlos forces her to go places with him.

Anchor for writing response #1
A score of 4:

Mercedes is known as a good student because of the attitude and ability she has. She is a good student because when Carlos told her if she can make him a cheat sheet for him, she ignored him and really didn't wanted to. Mercedes was thinking if she cheats for him she might get caught and lose her self-respect.

Anchor for writing response #1
A score of 3:

In the story Mercedes is a good student by telling the truth to her mother about keeping late going home to help her mother and brother and also giving what's rite with her boyfriend about cheating during the testing. She knows what is right from wrong she also lost a boyfriend. but she knew what the rite choice was.

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Form F

Anchor for writing response #1
A score of 2:

Mercedes is a good student because she helps her mother with the supper. She also study her history exam and wants to get a good mark on the test. Mercedes helps Miguel, her little brother, with his homework.

Anchor for writing response #1
A score of 1:

She is shy and don't to any person she just quites in class and she does not give trouble to his or her teachex.

Anchor for writing response #2
A score of 5:

The actions of Carlos warnings are very obvious to Mercedes. But Mercedes secretly likes Carlos, and she doesn't want to lose him. He starts to get pushy towards her, because he wants the answers to exams, and test. But she notices it. He calls up the night before the exams so he could ask for a favor, the favor is that Carlos wants her (Mercedes) to give him the answers on the history exam.

When their teacher gives them their test he gives her his heart melting smile so she could fall for what his gift in mind. She decides that she will give him that. She hopes he understands that she will cheat for his love." After school she see's him in front of the Latin Record Store with another girl in Mercedes History Class.

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Anchor for writing response #2
A score of 4:

In actions that Carlos warned Mercedes that she might be losing his love by the way he told her in the beginning "Of all the girls in the school to choose from — I end up with a brain for a girlfriend." Carlos also warned her when he wanted Mercedes to go to the park with him because some friends were going to be there, but Mercedes refuse to go because she had to help her mother with supper, and her brother with his homework. Then Carlos answered by telling her, "Okay, go home and work like a slave." Carlos also asked Mercedes to help him cheat on the ~~exam~~ test, which Mercedes didn't want to because she is going to ~~lose~~ lose his respect.

Anchor for writing response #2
A score of 3:

~~If~~ If she doesn't help Carlos cheat on the exam there is no other reason they should go out. Carlos is pushing Mercedes to help him cheat on the test. But Mercedes is is scared ~~because she doesn't want to loose Carlos~~ also she doesn't want to help him cheat. If she doesn't help him tha the test, they might will just break up and she doesn't want that to happen

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Anchor for writing response #2
A score of 2:

Carlos is bad boy. Carlos likes to have fun, but in wrong way. Carlos forces Mercedes to have fun all evening when Carlos knows she as to get home to help her mom.

Carlos is a real bad boy when it come to school. Carlos want Mercedes to help him cheat when she don't went to. Carlos had all his time to study, but he missed used his time for other less important time, like basketball.

If Mercedes lose Carlos, she will lose her fun. She was torn into two directions IF she cheated, she might get caught and lose her self-repect. If she didn't help Carlos, he'd fail and lose forever. So, she did the right thing by dieth him.

Anchor for writing response #2
A score of 1:

carlos fell love with mercedes at school. Carlos has wanted Mercedes but Mercedes felt scurd. carlos brought fun into her life. mercedes was has a hard times with carlos.

Form F

Anchor for writing response #3
A score of 5:

Well, first of all, I know myself. I have high standards, high goals. I know that in any case, cheating is very wrong! I can't think of any situation where it would be "Ok" to help others cheat. Maybe I would go over and help someone who's having trouble in school work, but I would never help them cheat. If I did, not only would I be lieing to the teachers, but I'd be lieing to myself. And if that happened, I wouldn't be able to look myself in the eyes, because then I'd be losing my moral values and self respect.

I don't know about how another would feel, but I don't usually do my work to the best of my ability so that someone else who doesn't study can just cheat off of me and get away with it.

I work hard, studying, carefully analyzing my answers. Know why? So I can have a better life for myself. And also for the sake of having a clear conscience, to help me make good decisions throughout my lifetime.

So, in my opinion, it is always wrong to cheat. There never really is a time when it is "Ok." The world is already filled with lieing, cheating, stealing, etc. Why make it any worse?

I'm usually strict on myself, because I know that by being different from everybody else, and listening to my own conscience, I can make a difference.

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Form F

Anchor for writing response #3
A score of 4:

My opinion about cheating is right and wrong to cheat. I believe that there should be no such thing as cheating because everyone should studys if they have an exam.

People shouldn't help other people cheat because no matter what the situation is or the result of the test they are not being used also if you get caught cheating then you also are being used.

It is never okay to help a friend cheat or to cheat yourself. To help a friend cheat is wrong-clearly, and if you do cheat then if help the person cheat that person is a so-called friend.

When someone cheats with another person or from a book, answer sheet then that person is going to be found out because no person can the exact same answers as the next student.

When you cheat from other people then as at home and you will not learn no matter what the situation is.

Some people that are very smart but aren't like other people such of being popular are don't have a girlfriend or boyfriend will give them answers to help others cheat and also to get attention. But those people are being used so others students can get a good score. But after the test or maybe a week or so it goes back to being unpopular. But when another test comes up the same students comes again. The other people start running to the smart people again.

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Anchor for writing response #3
A score of 3:

In my opinion, I think it is not OK to help a friend to cheat on a test cause you may know more things than he does, also you will not always be by your friend to help him out for the rest of your life. Also, maybe it is OK to help a friend cheat on test when the test is easy and your friend forgets the answers.

Anchor for writing response #3
A score of 2:

In my opinion it's okay to help another cheat. Cause that person might be failing and needs help in that certain subject they are having trouble in. Or just GIVE THEM THE ANSWER THEY ARE STUCK IN. WHEN THEY ARE NOT YOUR FRIENDS. And when you think it is not okay, then it is not okay. If you are scared don't help others cheat. Helping a fren cheat can cause you a lot of problems and can get you in serious trouble. The only mark your gonna get is an E and not pass the test

Anchor for writing response #3
A score of 1:

When it a right for for cheat with your friend is when you are behind in your class work or you must finish your work before school end that day

When it wrong to cheat, like on days like this or any final exam like what Carlos and Mercedes had in the story which their friendship ended that day.

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Form G

Anchor for writing response #1
A score of 5:

Tony wants to be free, and have wild strength. He wanted to know about making snares for birds that are large. Tony wanted to learn this technique so he could catch an eagle to learn more about what they had. Tony asked his grandfather to teach him the art of making snares. The grand father wanted to know why he wanted to learn when nobody would like to learn the art. So the grandfather taught Tony the art of making snares.

Anchor for writing response #1
A score of 4:

Tony learns how to make bird snares from his grandfather. He teaches Tony how to make a large bird snare and had him practice a few days with the cord under his grandfather's eyes. One day Tony had made a perfect snare.

Anchor for writing response #1
A score of 3:

In the story he think that school is getting him nowhere. So he go to his grand father and asked him how to make a snare. He wants to make a snare that can hold a big bird. And he does not want it to be forgotten.

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Form G

Anchor for writing response #1
A score of 2:

Tony learns from his grandfather. He learn how to make a snare. Tea wants to catch a big eagle. he learns the eagle beauty, it power, and it pride.

Anchor for writing response #1
A score of 1:

Tony Learn from his Father but Tony Al/ learning But his Teaching him To learn from his Father.

Anchor for writing response #2
A score of 5:

Tony's mother wants him to go back to school because he's not learning anything and he just plays with a string while the other boys go to school. The mother also wants Tony to learn how to make a living in the city because in the city they have new cars and houses. On the reservation they have old cars that don't work and shacks that don't have enough room, in the city the have everything. Tony's father doesn't want to make Tony go to school if he doesn't want to go. There is still the land and he thinks that the animals will come back, the grass will grow over the junk cars and refrigerators. The father knows that there still be the land.

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Anchor for writing response #2
A score of 4:

Tonys mother wants Tony to go back to school so he could learn how to live in the city so he won't have to live like she did. with cars that don't run, and shacks that don't have enough room. when she tells Tonys father that she wants him to go back to school he said that if Tony does not want to go back to school he would not make him.

Anchor for writing response #2
A score of 3:

She want him to go back to school so he can get a education and not live how shes living. In a shack with no car and live in a shack. She does not want him to live how they are living. She want him to live a good life with ~~good house~~ a car that runs ~~and~~ a good job. But Tony father thinks that the reservation is better. He thinks they still have the land, there will be grass growing all over, the refrigerator broken down car sinking into the earth, And the deer and animals will come back There is still the land.

Anchor for writing response #2
A score of 2:

His mom wants him to learn instead of trapping eagle. Tony wants to go to the city be every-thing seems new. IF Tony doesn't want to go his dad won't force him

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Form G

Anchor for writing response #2
A score of 1:

Because she think he should learn To Live in a City But his Dad Said if he doesn't want To go won't sent him Back To School.

Anchor for writing response #3
A score of 5:

Many reasons why students are not in school is because they don't think they need school to earn a living, and most teenage girls these days are pregnant. Which forces them to drop out of school to take the responsibility of taking care of the young one she helped to produce in an unprotected sexual intercourse. Most teenagers are also turning to drugs and alcohol. They think they can live a better life on drugs and alcohol so they drop out of school. Most teenagers think they can have more fun on drugs and alcohol than they do at school.

Most kids are still in school to get an education to help them in the future. They know education is important and that it will help them earn a living even though some kids may not think that. But getting an education helps a lot. That's the main reason why I'm still in school to get a good education and live a happy life. I just hope more kids realize that education is important to their future and that they turn around and go back to school instead of dropping out and that they successfully achieve their goal in life.

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Anchor for writing response #3
A score of 4:

My main concerns about our school is that people don't understand how important an education is. I think some of the reasons I and a lot of teenagers don't go to school is They are bored with school. They think they don't really have to go. But really they have to. It's really fun going to school. You can meet and make new friends. Never can you make a lot of friends by staying home. The other reason is not caring about life anymore. I think that is one of the main reason. Life is an important thing. Like always you only have "One Life to Live"!

It is also sad to see people the same age as me drinking. It's hard to believe they actually do this. I can wait till I'm an adult to drink. But right now as I'm writing people are thinking What will I do this weekend? I know, by the year is out half of the school will have drinken beer or have smoked.

Attending school will be a main factor in everyones life. But teenagers should learn that going to school is very good. Till that day comes when I graduate from High school (I Hope) that everyone will learn how important an education is. It is the key to a good life. I want to make my dreams become my realitys! Thanks!

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Anchor for writing response #3
A score of 3:

I personally think that kids like us who do not attend school have a problem. I think if we do not attend school it will be harder for us in the future. Today kid who do not go to school live in a very bad family, because thair parents don't care if they go to school or not.

Kids who go to school have a better chance of life in the near future. If kids go to school they will be more intelligent and kinder. If we go to school we will learn stuff that we never knew about. And that's why I think we should go to school.

Anchor for writing response #3
A score of 2:

Kids don't go to school because they think they're bad and because maybe they drink and they think they don't learn any things most kid go to school because they meet more people and making new friends and to get a education and travel around when you get older and when you look for A job they ask you if you have a Diploma.

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Anchor for writing response #3
A score of 1:

Will I love school you learn everything I have not been attending school in 7th gread I us to duch school everyday. I have a feiend that lives on the reservation that he is not attending for 1 to 2 year he shoured be in 8th grend this year not he just stay's home everyday. I try to tell him to go back to school but he side no and I take him wher el am scared to go back. I use to be like that now I'm in school I hope this year.

APPENDIX E

DIRECTIONS FOR ADMINISTRATION OF WRITE

WRITE Directions for Administration
(Writing from Reading Integrative Test of English)

A. Introduction

The WRITE (Writing from Reading Integrative Test of English) is a direct assessment of a student's ability to compose academic, beginning high school writing from a story response. The primary purpose of the WRITE is to assess whether a student is limited English proficient in his or her writing. The test is administered within a 60 minute period. 10 minutes are provided for completing the name box on the first page and to give the students a narrative of the assessment task which includes giving a synopsis of the story, purposes for reading the story, and orally reading the writing directions and each of the three writing responses. 50 minutes is given for completing the assessment task.

The scoring of the test is done my a group of professional educators who are trained to be scorers. This is done with the WRITE Anchor Papers, WRITE Scoring Guides, and the WRITE Rubrics. Each writing response is scored with a point of 0 - 5. The booklet is scored by two trained scorers. Their combined scores are summed and a resultant score is obtained.

The test was normed from a sample population of 9 - 12 grade Native American Indian population (n=370). It is appropriate to give this test to any similar population and age group. It is especially useful in screening incoming 8th grade students to a high school setting whose primary language is not English. A total score of 15 or less is deemed limited English proficient in a student's writing ability.

B. The Test Administration Coordinator

In order to successfully administer WRITE, a test administration coordinator, or team leader needs to be identified. This person may be one of the scorers of the WRITE as well, cutting down on costs. This person is responsible for the distribution of the testing materials and the training of the scorers (the procedures are discussed below) as well as keeping track of the scoring process.

One of the special duties of he coordinator is to maintain acceptable interscorer consistency, giving the test internal reliability. She must check for internal consistency between the first and second scorings. If the two scores for a particular test booklet is greater that 2 points, then a third score is obtained and the coordinator throws out the one that is the furthest from the other two scores. For example, Student A is scored by scorer X and scorer Y. Scorer X gives Student A a score of 8. Scorer Y gives Student A a score of 12. The difference between the two scores is 4 points which is unacceptable interscorer consistency. A third

scorer (scorer Z) reads Student A's test booklet and gives it a score of 11. Scorer Z's score is closer to Scorer Y's (12) than to scorer X's score (9). The coordinator throws out X's score and keeps Y's and Z's, giving Student A a composite score of 23, demonstrating that Student A is proficient in her writing ability in English.

The coordinator also organizes the rotation of the scoring to the individual scorers for the second scoring. When the two scores are obtained, she sums the scores and identifies proficiency and/or non-proficiency. A score of less than 15 indicates non-proficiency. The coordinator collects this data and reports it to the proper channels in her school.

C. Test Administration Directions

1. Say: "Today you are going to be taking a test of your writing ability. It is very important that you try to do your very best. The results of this test may affect the kinds of English classes and the number of them you will be required to take during your high school career. First we will fill out the name box, then we will look over the test, and then let you begin working.

2. Say, "Find the name box in the upper left-hand corner on the front page On the line for your name, print your name. (pause) On the line for today's date, print today's date. (pause) On the line for your age, write in your age today and for the line for your birthday, write in you birthdate. Finally, on the line for teacher, print the last name of the name of your teacher (give spelling).

3. Generally explain that the grayed box is not for them to mark. This is where the results of their scoring will be placed. Tell them that the English teachers of the high school will be reading and scoring their writing responses.

4. For **Form F** say: "In order to successfully complete this writing test, you are going to be asked to read a story about a young high school girl names Mercedes. In the story she must make a decision: whether to help her boyfriend cheat on a history test or say no to his request and lose his friendship. Read the story and find out what her decision is and are the consequences of her decision. Note that the story starts on the front page of the booklet and continues and finished on the next page (demonstrate).

4. For **Form G** say: "In order to successfully complete this writing test, you are going to be asked to read a story about an Indian boy who lives on an Indian reservation. He must make a decision: whether to go back to school in the fall with the other kids or drop out. Read the story and find out what his decision is and what are the reactions of his parents as well. Note that the story starts on the front page of the booklet and continues and finished on the next page (demonstrate).

5. say, "Now look at the third page of the booklet. Here you will you find the writing directions and two of the three writing responses. Turn to the third page and read along silently with me as I read the "Writing Directions" in the box on the top of the page."

6. Read to the students:

Writing Directions: Read each of the three writing questions below. Write out a complete response on the lines below. You will be evaluated on your ability to rephrase the question into your response, use complete sentences, correct spelling, punctuation, and grammar. You may look back at the reading selection at any time to help you with your response.

7. Does anyone have a question about the directions? (Pause and answer and relevant questions briefly.) Now, let us read each of the writing responses so that you know what kinds of writing responses you are being asked to respond to and what information you need to look for in the reading:

8. For **Form F**, read to the students:

Writing Response #1: In the story, Mercedes is known as a good student. **How is she a good student?** Be specific with details from the reading.

Writing Response #2: As you read the story, you saw Mercedes stick to her principles. This cost her Carlos's love and affection. **What actions of Carlos's warned Mercedes that she might be losing his love?** be specific.

(On the back page) **Writing Response #3**: Many students face pressures similar to Mercedes. These pressures test their character and principles. An example of this would be helping other friends in school cheat on assignments and tests. **On the lines below, discuss when, in your opinion, it is OK to help a friend cheat and when it is not OK to help others cheat.** Be specific and make sure you address both situations and provide examples for your reasons.

8. For **Form G**, read to the students:

Writing Response #1: In the story, Tony doesn't want to go back to school in the fall because he believes that he isn't learning anything important and it's getting him nowhere. **Instead of going to school to learn, what does Tony learn about and from whom?**

Writing Response #2: Tony's mother want him to go back to school. **What are her reasons for wanting Tony to go back to school and what does Tony's father decide and why?** be specific.

(On the back page) **Writing Response #3**: Like Tony John in the story you have just read, many students on Indian reservations face similar decisions about attending school. **On the lines below, write down some of the reasons students like yourself have for *not* attending school and write down some of the reasons you and your friends have *for* attending school.** Be specific and mention things which concerns you personally about school and life on reservations.

9. Say, "When you are finished with your writing responses, please turn-in your test booklet to me (specify how and where). If you need help in thinking of an answer, raise your hand and I will help you. You have 50 minutes to complete this test. Does anyone have any questions? (Pause and answer any relevant questions.) OK, begin."

10. You may give as much help as you think the students need, short of giving complete answers to the writing responses. You may rephrase the questions, and give hints as to what to write. You may also give a starting phrase to help them begin the writing task(s).

APPENDIX F

FIRST AND SECOND SCORING SHEETS FOR WRITE

Writing from Reading Integrative Test of English (WRITE)
Scoring Sheet: *First Scoring*

Scorer: _____

Student's Name: _____

Test Form: F • G Total Score: _____

Writing Response #1 Score: 0 • 1 • 2 • 3 • 4 • 5

Rubrics:

writing ability
___ addressed the response correctly
___ attempted a variety of sentence structure
___ achieved correct sentence structure
___ able to paraphrase the reading
___ used an extended vocabulary
___ used a developed response style
___ used logical reasoning
___ avoided redundancy
___ rephrased the response

mechanics
___ used complete sentences
___ used correct capitalization
___ used correct punctuation
___ used correct spelling
___ used legible handwriting
___ proper use of quotations

usage/grammar
___ used correct possessives
___ used correct word endings
___ correct gender selection in pronoun use
___ avoided word omissions
___ avoided subject/verb agreement errors

Writing Response #2 Score: 0 • 1 • 2 • 3 • 4 • 5

Rubrics

writing ability
___ addressed the response correctly
___ attempted a variety of sentence structure
___ achieved correct sentence structure
___ able to paraphrase the reading
___ used an extended vocabulary
___ used a developed response style
___ used logical reasoning
___ avoided redundancy
___ rephrased the response

mechanics
___ used complete sentences
___ used correct capitalization
___ used correct punctuation
___ used correct spelling
___ used legible handwriting
___ proper use of quotations

usage/grammar
___ used correct possessives
___ used correct word endings
___ correct gender selection in pronoun use
___ avoided word omissions
___ avoided subject/verb agreement errors

Writing Response #3 Score: 0 • 1 • 2 • 3 • 4 • 5

Rubrics

writing ability
___ addressed the response correctly
___ attempted a variety of sentence structure
___ achieved correct sentence structure
___ able to paraphrase the reading
___ used an extended vocabulary
___ used a developed response style
___ used logical reasoning
___ avoided redundancy
___ rephrased the response

mechanics
___ used complete sentences
___ used correct capitalization
___ used correct punctuation
___ used correct spelling
___ used legible handwriting
___ proper use of quotations

usage/grammar
___ used correct possessives
___ used correct word endings
___ correct gender selection in pronoun use
___ avoided word omissions
___ avoided subject/verb agreement errors

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Writing from Reading Integrative Test of English (WRITE)
Scoring Sheet: *Second Scoring*

Scorer: _____

Student's Name: _____

Test Form: F • G Total Score: _____

Writing Response #1 Score: 0 • 1 • 2 • 3 • 4 • 5

Rubrics:

writing ability
___ addressed the response correctly
___ attempted a variety of sentence structure
___ achieved correct sentence structure
___ able to paraphrase the reading
___ used an extended vocabulary
___ used a developed response style
___ used logical reasoning
___ avoided redundancy
___ rephrased the response

mechanics
___ used complete sentences
___ used correct capitalization
___ used correct punctuation
___ used correct spelling
___ used legible handwriting
___ proper use of quotations

usage/grammar
___ used correct possessives
___ used correct word endings
___ correct gender selection in pronoun use
___ avoided word omissions
___ avoided subject/verb agreement errors

Writing Response #2 Score: 0 • 1 • 2 • 3 • 4 • 5

Rubrics

writing ability
___ addressed the response correctly
___ attempted a variety of sentence structure
___ achieved correct sentence structure
___ able to paraphrase the reading
___ used an extended vocabulary
___ used a developed response style
___ used logical reasoning
___ avoided redundancy
___ rephrased the response

mechanics
___ used complete sentences
___ used correct capitalization
___ used correct punctuation
___ used correct spelling
___ used legible handwriting
___ proper use of quotations

usage/grammar
___ used correct possessives
___ used correct word endings
___ correct gender selection in pronoun use
___ avoided word omissions
___ avoided subject/verb agreement errors

Writing Response #3 Score: 0 • 1 • 2 • 3 • 4 • 5

Rubrics

writing ability
___ addressed the response correctly
___ attempted a variety of sentence structure
___ achieved correct sentence structure
___ able to paraphrase the reading
___ used an extended vocabulary
___ used a developed response style
___ used logical reasoning
___ avoided redundancy
___ rephrased the response

mechanics
___ used complete sentences
___ used correct capitalization
___ used correct punctuation
___ used correct spelling
___ used legible handwriting
___ proper use of quotations

usage/grammar
___ used correct possessives
___ used correct word endings
___ correct gender selection in pronoun use
___ avoided word omissions
___ avoided subject/verb agreement errors

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APPENDIX G

SCORING RUBRICS FOR WRITE

Scoring Rubrics for WRITE

Writing from Reading Integrative Test of English

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Form F and Form G

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Rubrics for WRITE
(Writing from Reading Integrative Test of English)
Form G

Rubric for Writing Response #1, Form G

A 5 response correctly gives the literal information the question prompt requires. The writer must correctly state that Tony learned about making traps and knots from his grandfather. The response will attempt a variety of correct sentence structures, paraphrase the reading, use an extended vocabulary, and gives a developed response style. It will also rephrase the question prompt in the response. The writer is careful to avoid common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer uses accurate grammar in the use of possessives, inflections, pronoun-antecedents, subject-verb agreement, and avoids word omissions.

A 4 response correctly gives the literal information the question prompt requires. The writer must correctly state that Tony learned about making traps and knots from his grandfather. The response is written in simplistic sentence structures, but is an extended response, attempting to paraphrase the reading. It uses a simplistic vocabulary. The writer rephrases the question prompt in the response. The writer makes a few common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer makes a few inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 3 response may not correctly give all the literal information the question prompt requires. The writer may somewhat correctly state that Tony learned about making traps and knots from his grandfather. The response is written in simplistic sentence structures and is not an extended response. The writer may not rephrase the question prompt in the response. The writer makes several common spelling, punctuation, and capitalization errors. The handwriting is somewhat legible. The writer makes several inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 2 response does not correctly give all the literal information the question prompt requires. The writer may or may not address the response correctly by stating that Tony learned about making traps and knots from his grandfather. The response is written in simplistic sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors. The handwriting is maybe illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that may interfere with communication.

A 1 response does not correctly give all the literal information the question prompt requires. The writer does not address the response correctly. The response is written in simplistic and incomplete sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors, interfering with communication. The handwriting may be illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that interfere with communication.

A 0 response shows that the writer failed to attempt the written response or wrote completely off the question prompt.

Rubric for Writing Response #2, Form G

A 5 response correctly gives the interpretative and literal information the question prompt requires. The writer must address the response correctly by stating the reasons Tony's mother has for wanting him to go back to school which may include Tony making a living in the city, getting out of the hopelessness she feels about reservation life, and obtaining an education. The response will also state that Tony's father will not force Tony to go to school if he doesn't want to go. The response will attempt a variety of correct sentence structures, paraphrase and possibly quote correctly the reading, use an extended vocabulary, and gives a developed response style. It will also rephrase the question prompt in the response. The writer is careful to avoid common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer uses accurate grammar in the use of possessives, inflections, pronoun-antecedents, subject-verb agreement, and avoids word omissions.

A 4 response correctly gives the literal and possibly interpretative information the question prompt requires. The response must address the response correctly by stating at least one reason Tony's mother has for wanting him to go back to school which may include having Tony making a living in the city, getting out of the hopelessness she feels about reservation life, and obtaining an education. The response will also state that Tony's father will not force Tony to go to school if he doesn't want to go. The response is written in simplistic sentence structures, but is an extended response, attempting to paraphrase the reading. It uses a simplistic vocabulary. The writer rephrases the question prompt in the response. The writer makes a few common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer makes a few inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 3 response may not correctly give all the literal and interpretative information the question prompt requires. The response may address the response somewhat correctly by stating only the mother's reasons or the father's response to Tony not attending school. The response is written in simplistic sentence structures and is not an extended response. The writer may not rephrase the question prompt in the response. The writer makes several common spelling, punctuation, and capitalization errors. . The handwriting is somewhat legible. The writer makes several inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 2 response does not correctly give all the literal or interpretative information the question prompt requires. The response may or may not address the response correctly by stating only the mother's reasons or the father's response to Tony not attending school. The response is written in simplistic sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors, interfering with communication. The handwriting is maybe illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that may interfere with communication.

A 1 response does not correctly give much of the literal nor interpretative information the question prompt requires. The response does not address the response correctly. The response is written in simplistic and incomplete sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors, interfering with communication. The handwriting may be illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that interfere with communication.

A 0 response shows that the writer fails to attempt the written response or writes completely off the question prompt.

Rubric for Writing Response #3, Form G

A 5 response correctly elicits evaluative and opinion statements the question prompt requires. The response addresses both the writer's reasons for attending school as well as reasons other students have for not attending school. The response will also give examples and explanations to his/her reasoning in some logical order. The response will attempt a variety of correct sentence structures, possibly base his/her reasoning upon the reading about Tony, use an extended vocabulary, and gives a developed response style. It will also rephrase the question prompt in the response. The writer is careful to avoid common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer uses accurate grammar in the use of possessives, inflections, pronoun-antecedents, subject-verb agreement, and avoids word omissions.

A 4 response correctly elicits evaluative and opinion statements the question prompt requires. The response addresses both the writer's reasons for attending school as well as reasons other students have for not attending school. The response may give examples and explanations to his/her reasoning in some logical order. The response is written in simplistic sentence structures, but is an extended response, attempting to give reasons for beliefs. It uses a simplistic vocabulary. The writer rephrases the question prompt in the response. The writer makes a few common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer makes a few inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 3 response may not correctly give clear evaluative and opinion statements the question prompt requires. The response may address partially the writer's reasons for attending school and possibly reasons other students have for not attending school. The response may give examples and explanations to his/her reasoning somewhat of a logical order. The response is written in simplistic sentence structures and is not an extended response. The writer may not rephrase the question prompt in the response. The writer makes several common spelling, punctuation, and capitalization errors. The handwriting is somewhat legible. The writer makes several inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 2 response does not correctly give clear evaluative and opinion statements the question prompt requires. The response may or may not address the response correctly by stating partial or faulty reasons for attending school and possibly reasons other students have for not attending school. The response is written in simplistic sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors, interfering with communication. The handwriting is maybe illegible. The writer makes many inaccurate grammatical

constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that may interfere with communication.

A 1 response does not correctly give clear evaluative and opinion statements the question prompt requires. The response does not address the response correctly. The response is written in simplistic and incomplete sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors, interfering with communication. The handwriting may be illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that interfere with communication.

A 0 response shows that the writer fails to attempt the written response or writes completely off the question prompt.

Rubrics for WRITE
(Writing from Reading Integrative Test of English)
Form F

Rubric for Writing Response #1, Form F

A 5 response correctly gives the literal information the question prompt requires. The response must correctly state Mercedes is a good student from her study and work habits and how she helps out at home with her little brother and his homework. The response will attempt a variety of correct sentence structures, paraphrase the reading, use an extended vocabulary, and gives a developed response style. It will also rephrase the question prompt in the response. The writer is careful to avoid common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer uses accurate grammar in the use of possessives, inflections, pronoun-antecedents, subject-verb agreement, and avoids word omissions.

A 4 response correctly gives the literal information the question prompt requires. The response must address how Mercedes is a good student, giving some examples of her study habits. The response is written in simplistic sentence structures, but is an extended response, attempting to paraphrase the reading. It uses a simplistic vocabulary. The writer rephrases the question prompt in the response. The writer makes a few common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer makes a few inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 3 response may not correctly give all the literal information the question prompt requires. The response may address the response somewhat correctly by implying how Mercedes is a good student, giving some examples of her study habits The response is written in simplistic sentence structures and is not an extended response. The writer may not rephrase the question prompt in the response. The writer makes several common spelling, punctuation, and capitalization errors. The handwriting is somewhat legible. The writer makes several inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 2 response does not correctly give all the literal information the question prompt requires. The response may or may not address the response correctly by stating how Mercedes is a good student, giving some examples of her study habits. The response is written in simplistic sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors. The handwriting is maybe illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that may interfere with communication.

A 1 response does not correctly give all the literal information the question prompt requires. The response does not address the response correctly. The response is written in simplistic and incomplete sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors, interfering with communication. The handwriting may be illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that interfere with communication.

A 0 response shows that the writer failed to attempt the written response or wrote completely off the question prompt.

Rubric for Writing Response #2, Form F

A 5 response correctly gives the interpretative and literal information the question prompt requires. The response must address the response correctly by stating what Carlos said to Mercedes and how he used her for his own selfish motives. The response will attempt a variety of correct sentence structures, paraphrase and possibly quote correctly the reading, use an extended vocabulary, and gives a developed response style, possibly quoting correctly what Carlos said in dialog in the story. It will also rephrase the question prompt in the response. The writer is careful to avoid common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer uses accurate grammar in the use of possessives, inflections, pronoun-antecedents, subject-verb agreement, and avoids word omissions.

A 4 response correctly gives the literal and possibly interpretative information the question prompt requires. The response addresses the response somewhat correctly by stating what Carlos said to Mercedes and how he used her for his own selfish motives. The response is written in simplistic sentence structures, but is an extended response, attempting to paraphrase the reading, and possibly quoting correctly what Carlos said in dialog. It uses a simplistic vocabulary. The writer rephrases the question prompt in the response. The writer makes a few common spelling, punctuation, and capitalization errors. The handwriting is legible. The

writer makes a few inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 3 response may not correctly give all the literal and interpretative information the question prompt requires. The response may address the response correctly by stating what Carlos said to Mercedes and how he used her for his own selfish motives. The response is written in simplistic sentence structures and is not an extended response. The writer may not rephrase the question prompt in the response and does not attempt quotation use. The writer makes several common spelling, punctuation, and capitalization errors. The handwriting is somewhat legible. The writer makes several inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 2 response does not correctly give all the literal or interpretative information the question prompt requires. The response may or may not address the response correctly by stating what Carlos said to Mercedes and how he used her for his own selfish motives. The response is written in simplistic sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors, interfering with communication. The handwriting is maybe illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that may interfere with communication.

A 1 response does not correctly give much of the literal nor interpretative information the question prompt requires. The response does not address the response correctly. The response is written in simplistic and incomplete sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors, interfering with communication. The handwriting may be illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that interfere with communication.

A 0 response shows that the writer fails to attempt the written response or writes completely off the question prompt.

Rubric for Writing Response #3, Form F

A 5 response correctly elicits evaluative and opinion statements the question prompt requires. The response addresses both the writer's reasons he/she might have for helping others cheat and reasons why it is not OK to cheat. The response will also give examples and explanations to his/her reasoning in some logical order. The response will attempt a variety of correct sentence structures, possibly base his/her reasoning upon the reading about Mercedes situation, use an extended vocabulary, and gives a developed response style. It will also rephrase the question prompt in the response. The writer is careful to avoid common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer uses accurate grammar in the use of possessives, inflections, pronoun-antecedents, subject-verb agreement, and avoids word omissions.

A 4 response correctly elicits evaluative and opinion statements the question prompt requires. The response addresses both the writer's reasons he/she might have for helping others cheat and reasons why it is not OK to cheat. The response may give examples and explanations to his/her reasoning in some logical order. The response is written in simplistic sentence structures, but is an extended response, attempting to give reasons for beliefs. It uses a simplistic vocabulary. The writer rephrases the question prompt in the response. The writer makes a few common spelling, punctuation, and capitalization errors. The handwriting is legible. The writer makes a few inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 3 response may not correctly give clear evaluative and opinion statements the question prompt requires. The response may address partially the writer's reasons he/she might have for helping others cheat and reasons why it is not OK to cheat. The response may give examples and explanations to his/her reasoning somewhat of a logical order. The response is written in simplistic sentence structures and is not an extended response. The writer may not rephrase the question prompt in the response. The writer makes several common spelling, punctuation, and capitalization errors. The handwriting is somewhat legible. The writer makes several inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes some word omissions.

A 2 response does not correctly give clear evaluative and opinion statements the question prompt requires. The response may or may not address the response correctly by stating partial or faulty reasons he/she might have for helping others cheat and reasons why it is not OK to cheat. The response is written in simplistic sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors, interfering with communication. The handwriting is maybe illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that may interfere with communication.

A 1 response does not correctly give clear evaluative and opinion statements the question prompt requires. The response does not address the response correctly. The response is written in simplistic and incomplete sentence structures and is not an extended response. The writer does not rephrase the question prompt in the response. The writer makes many common spelling, punctuation, and capitalization errors, interfering with communication. The handwriting may be illegible. The writer makes many inaccurate grammatical constructions of possessives, inflections, pronoun-antecedents, subject-verb agreement, and makes word omissions that interfere with communication.

A 0 response shows that the writer fails to attempt the written response or writes completely off the question prompt.

APPENDIX H

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